

Childminder Report

Inspection date	2 March 2016
Previous inspection date	30 March 2011

The quality and standards of the early years provision	This inspection:	Met	
	Previous inspection:	Good	2

Summary of key findings for parents

The provision meets requirements

- The childminder demonstrates her secure understanding of the learning and development requirements. She discusses how she observes and assesses children. The childminder explains the importance of extending children's skills to help them make best progress in their learning and development.
- The childminder has a good understanding of safeguarding procedures and how to report concerns and allegations. She understands her responsibilities of how to keep children safe. She has a good range of policies and procedures in place which she shares with parents.
- The childminder has systems in place to obtain information from parents about their children's development. She understands how to work in partnership with parents and how to encourage them to share in their children's learning.
- The childminder demonstrates commitment to continuing her professional development. All mandatory training is completed in a timely manner. The childminder is a reflective practitioner. She demonstrates her ambition to continue with other forms of training to improve her teaching skills further.
- The childminder recognises the importance of providing opportunities for children to learn about healthy diets and lifestyles. She understands how to promote children's physical and emotional well-being, such as through daily fresh air and exercise.
- The childminder shows her understanding of how to support children in managing their own behaviour. She demonstrates her knowledge of child development by explaining how she differentiates the types of positive strategies used for varying age groups.
- The childminder demonstrates her understanding of the importance of preparing children, in readiness for school. She explains how she helps children gain confidence, become self-assured and develop their independence. The childminder provides examples of how she would support children to develop their literacy and mathematical skills.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Inspection activities

- The inspector had a tour of the premises and viewed all areas that are used when caring for children.
- The inspector and the childminder discussed the different resources and equipment available for children to use.
- The inspector checked the childminder's training certificates and the suitability of all those living in the household.
- The inspector looked at documentation and a selection of policies and procedures that the childminder will use when caring for children.

Inspector

Janice Caryl

Setting details

Unique reference number	311577
Local authority	Gateshead
Inspection number	868031
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	30 March 2011
Telephone number	

The childminder was registered in 1997 and lives in Wardley, Gateshead. She operates all year round from 5.30am to 8pm, Monday to Friday, except bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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