

Childminder Report

Inspection date

2 March 2016

Previous inspection date

17 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder sensitively observes children at play, recording their achievements and noting areas where they may need additional support. She then uses this information to plan activities that are firmly based around children's interests and their next steps in learning. This contributes towards the good progress all children make.
- Children's speaking and listening skills are prioritised. The childminder takes time to listen to children and develops their vocabulary as conversations evolve during play. She asks them questions that help them think further, so that they improve their understanding and develop their confidence to express themselves.
- The childminder demonstrates a strong commitment to working in partnership with parents and other settings children attend. This helps to ensure all those involved develop a shared knowledge and understanding about how best to move a child forward in their learning.
- The childminder provides a warm, welcoming environment where children feel happy, safe and settle well. She forms close, caring bonds with children and is responsive to their individual needs. Daily checks and thorough risk assessments of the premises help to promote children's safety.
- The childminder effectively encourages children's positive behaviour and successfully promotes an atmosphere of care, consideration and respect.

It is not yet outstanding because:

- Children's understanding of people, families, communities and traditions beyond their own is not fully extended through the experiences that the childminder provides.
- The childminder does not regularly involve parents and children in evaluating the service provided.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to gain a greater awareness of similarities and differences and an understanding of different people in the wider world
- increase opportunities for parents and children to contribute their views to the self-evaluation process, helping to improve the quality of the provision even further.

Inspection activities

- The inspector observed activities and evaluated these jointly with the childminder.
- The inspector looked at children's records, observation and assessment files and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Since the last inspection, the childminder has worked extremely hard to successfully address the previous actions and recommendation raised. She has updated her knowledge and understanding of how to keep children safe. The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. Her policies and procedures are robust and reflect current legislation and guidelines to support her good practice. In addition, she has thoroughly developed her planning, observations and assessments. The transfer of her knowledge, updated through recent training and then into her practice, has had a significant impact on her confidence and outcomes for the children. The childminder has shown commitment to developing her practice and the provision, by making ongoing improvements to her service.

Quality of teaching, learning and assessment is good

The quality of the childminder's teaching is good. She is skilled in supporting children's communication and language skills. For example, she encourages children's responses to picture books and stories she reads to them. The childminder shows children how to pronounce words by responding and repeating what they say in the correct way. This helps children to confidently increase their talking skills as they play. Children develop good physical skills. The childminder promotes their abilities to use equipment, such as scissors and play dough. This helps children prepare for early writing skills. Basic mathematical concepts are introduced through practical and meaningful activities. For example, children recognise colour and enjoy making various shapes using play dough. The childminder provides parents with daily updates of their children's achievements and welcomes their views about assessments of children's progress. She offers suggestions about how they can effectively support their children's learning at home.

Personal development, behaviour and welfare are good

Good settling-in procedures ensure that children are emotionally ready for the move from home to the childminder's care. Children behave well as the childminder explains how to be kind to each other and to think about each other's feelings. She also uses lots of praise, as well as reinforcing good manners, which develops a positive atmosphere. The close relationship children build with the childminder helps to ensure that they become confident and self-motivated. Children's healthy growth and development are successfully supported. For example, the childminder works well with parents to ensure children have a good range of healthy foods and snacks. Children benefit from time spent outdoors. They take part in a range of activities to support their physical development and enhance their curiosity about nature in the outdoor environment.

Outcomes for children are good

Children make good progress from their starting points. They become extremely confident and capable speakers. Children develop independence, for example, when choosing from a broad range of interesting resources. They are well prepared for their next stage of learning, including starting school.

Setting details

Unique reference number	403031
Local authority	Northumberland
Inspection number	1029184
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17 September 2015
Telephone number	

The childminder was registered in 1994 and lives in Northumberland. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for family holidays.

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