

Childminder Report

Inspection date

11 April 2016

Previous inspection date

11 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children develop very good communication and language skills. The childminder regularly talks to children. She asks them questions and encourages them to respond. The childminder models and repeats words, reinforcing children's language skills.
- The childminder observes children while they play and makes accurate assessments of what they know and can do. She engages in daily discussion with parents and has regular meeting to discuss their children's ongoing learning and development.
- The childminder builds positive relationships with parents. She regularly shares information with them about what their child can do, and what they need to learn next. This helps parents to extend their child's learning at home.
- The childminder is well qualified. She attends training and meets regularly with other childminders to discuss and share good practice.
- Children quickly learn simple, good practices that help to keep them healthy and safe. For example, they follow hygiene routines for washing their hands before they eat and they practise regular fire drills to learn what to do in an emergency.
- Children have lots of opportunities for physical exercise during regular outings. They also benefit from the variety of different experiences gained during frequent trips to places in their local community, such as the museum and toddler groups.

It is not yet outstanding because:

- Occasionally, the childminder does not allow time for younger children to explore and experiment at their own pace.
- The childminder does not fully make the most of opportunities that help build on children's natural interest about why things happen and how things work.

What the setting needs to do to improve further

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

- provide more time for younger children to explore, investigate and to develop their own ideas
- extend the opportunities for children to experiment with and learn about how things work.

Inspection activities

- The inspector observed activities and evaluated these jointly with the childminder.
- The inspector looked at relevant documentation, such as, 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 took account of parents' views from the written documentation they had provided for 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. The childminder has a good awareness of the signs and symptoms of abuse. Clear procedures are in place in the event of concerns being raised about a child in her care. The childminder maintains a safe and suitable environment and she supervises children well. She evaluates her provision and regularly seeks the views of parents and children. This helps her to identify areas for improvement so that she continues to enhance the quality of her provision. The childminder monitors and tracks children's learning and development effectively, ensuring that they make good progress. Any gaps in their learning are swiftly identified and addressed. The childminder is highly regarded by parents, who are very happy with the care and learning opportunities she provides.

Quality of teaching, learning and assessment is good

The quality of the childminder's teaching is consistently good. She understands how children learn and develop. The childminder promotes children's emerging language skills well. She repeats younger children's attempts at speaking and offers them praise and encouragement for their efforts. The childminder plans interesting activities that help to foster children's creativity. For example, children make marks with paint using sponges, brushes and their fingers. They explore textures as they make musical shakers using lentils, pasta and dried peas. The childminder sits with the children on the floor and encourages them to join in with the activity. She introduces numbers, colour and counting as they play. The childminder encourages children to learn about technology. For example, children delight in the noise that interactive toys make as they press the buttons.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. The childminder pays special attention to children settling in. She gradually builds up the time they spend in her care so that they are confident and secure. The childminder interacts warmly with children at all times and is very sensitive towards their needs. She gives lots of cuddles to ensure they are comforted, and this promotes their emotional well-being effectively. Children learn how to play together, taking turns and sharing toys. This helps to develop their awareness of others and they behave well. The childminder takes children on local walks and regularly visits local parks and open spaces. She attends community groups to give children experience of mixing with larger groups. This helps to extend children's confidence and social skills in preparation for their move on to school.

Outcomes for children are good

All children are developing at expected levels for their age. Young children hear many new words, enjoy looking at books individually and concentrate on stories. They listen to what the childminder asks them and can make their needs known to her. Children learn to count and practise early mark-making skills during play. They are developing independence and confidence in making decisions. They are gaining key skills and are well prepared for the next stage in their learning, including school.

Setting details

Unique reference number	402995
Local authority	Northumberland
Inspection number	1037057
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	11 October 2012
Telephone number	

The childminder was registered in 1993 and lives in Blyth. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
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