

# Childminder Report

**Inspection date**

28 June 2016

Previous inspection date

3 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- The childminder has made significant changes since her last inspection to improve the quality of care and learning for all children. The learning environment is well resourced and stimulating. Children have a good range of accessible, age-appropriate toys and activities.
- The childminder is well qualified. She and her assistants use observations effectively to assess children's progress in their learning and development. Staff successfully plan activities that provide support and challenge to children and help them reach their next steps in learning. Children's progress in their learning and development is good.
- The childminder ensures that children are kept safe and secure, both indoors and outside. She ensures that ratios of staff to children are maintained at all times. The childminder ensures that consistent boundaries for behaviour help children learn about what is, or is not, acceptable.
- Partnerships with parents are good. The childminder keeps parents well informed about their children's progress in their learning and development. This includes the progress check for children aged between two and three years. The childminder effectively liaises with parents to identify where children are in their development when they first start.

### It is not yet outstanding because:

- Occasionally, younger children are not given time to develop their ideas and extend their own learning without interruption.
- The childminder's self-evaluation does not yet focus sharply enough on how the quality of teaching can be further enhanced for herself and those of her assistants, in order to help children achieve the best possible outcomes.

## What the setting needs to do to improve further

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

- provide more opportunities for children to have uninterrupted time to experiment and develop their own ideas
- extend self-evaluation to sharpen the focus on the quality of teaching and how this can be further developed to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder and her assistant. She looked at relevant documentation, such as the childminder's policies and procedures, children's learning files and accident and medication records.
- The inspector checked evidence of the childminder's suitability and of her assistants and all household members over the age of 16 years.

### Inspector

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of the signs and symptoms of abuse. She and her assistant are clear about the procedures to follow if there are concerns about the safety of a child. The childminder has a good range of policies and procedures in place to support the safety and welfare of children. All areas of the premises are thoroughly checked at the beginning and the end of the day to help keep children safe and secure. The childminder has developed good relationships with her assistants and they work closely together as a team. They consistently provide support and guidance to each other through regular staff meetings and supervision opportunities. This helps to ensure consistency in policy and practice and high-quality teaching.

### Quality of teaching, learning and assessment is good

Overall, the childminder provides a wide range of enjoyable learning experiences for children. Opportunities are provided for younger children to explore natural objects. They show their emerging interest in imaginative play. They seek out everyday objects to play with, such as a purse and mobile phone. The childminder and her assistants are skilled in supporting children to develop their speech and language skills. They help to make learning fun as they chat about the resident cat and laugh as young children say, 'He's a tinker'. The childminder and her assistants teach children about the wider world and how people live in different communities. Older children enjoy making models that represent buildings from different countries. Numerous opportunities, such as craft, art and writing materials, help children to refine their hand-to-eye coordination skills.

### Personal development, behaviour and welfare are good

Children are happy, self-confident and self-assured in the setting. An effective-key person system helps to ensure that the childminder and her assistants secure close bonds and attachments with the children and their families. This helps to foster children's emotional and physical well-being. The childminder and her assistants ensure that the care needs of all children, including those who have special educational needs or disability, are well met. Children learn about safety, risks and how to keep each other safe. For example, they are encouraged to walk in pairs when on visits into the community or returning from school. Furthermore, they begin to develop an understanding of road safety. Meals and snacks provided are healthy and nutritious and children benefit from regular outdoor activities. This contributes to them adopting positive attitudes to healthy lifestyles.

### Outcomes for children are good

Children make good progress in their learning and development. They acquire the skills needed in preparation for moving on to nursery or school. Children learn to be independent, develop good social and communication skills and enjoy learning through play. Children develop early literacy skills and enjoy a wide range of interesting books and reading materials. Children embrace new experiences and show a desire to learn. They enjoy games and activities that help promote early mathematical skills, such as counting and learning about size and shape.

## Setting details

<b>Unique reference number</b>	EY417547
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	1043826
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 14
<b>Total number of places</b>	18
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 April 2014
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in High Spen, Tyne and Wear. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with two assistants.

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Piccadilly Gate  
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Manchester  
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