

# Childminder Report

**Inspection date**

13 September 2016

Previous inspection date

17 May 2016

<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 improvements since her last inspection. She has completed several training workshops and online courses to update her knowledge and professional development. This has impacted greatly on the quality of her teaching, and the observations and records she now maintains.
- The childminder has excellent relationships with the children. She is an energetic and positive role model who promotes children's good behaviour very effectively.
- The childminder's kind and nurturing nature towards the children supports them in developing a good sense of security. She gives children her full care and attention to support their emotional well-being.
- The childminder is well qualified and knows her children well. She encourages them to make independent choices about their play and enables them to follow their interests. This helps to motivate and engage children so that they learn through their play and make good progress.
- Partnerships with parents are good. The childminder uses effective methods to keep parents informed of their children's care and learning. She regularly shares information with parents to help extend children's learning in the home.

### It is not yet outstanding because:

- The childminder does not fully focus on the assistants' professional development opportunities precisely enough, in order to raise the quality of teaching to an outstanding level.
- The childminder has not fully developed the self-evaluation of her practice to include the views of her assistants, parents or children.

## What the setting needs to do to improve further

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

- extend the professional development experiences of assistants to raise the levels of teaching even further
- develop the self-evaluation process further to include the views of the assistants, parents and children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the areas in the home used for childminding.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at the relevant documentation, such as policy documents and records, evidence of professional development and self-evaluation and evidence of the suitability of the assistants working with the childminder.
- The inspector read the statements provided by parents and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has an excellent understanding of child protection and knows the policies and procedures she is required to follow. She is fully aware of how to follow up any concerns she may have about children's welfare. Overall, the childminder makes sure her assistants are well supervised and well informed of safeguarding issues. Detailed risk assessments and safety procedures are maintained to ensure children's safety throughout the day and overnight. The childminder regularly observes children and highlights the next steps in their learning. She tracks and monitors children's progress well, which helps her to highlight any gaps in their development. The childminder's good relationships with parents help to support children's learning at home. She also has established good links with the other settings children attend.

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

Children know where their favourite toys are stored and independently access them. This helps them to settle quickly and to grow in confidence as they play. Children play happily alongside the childminder. For example, they enjoy playing with a garage and a container of cars. The childminder constantly talks to the children as they play. She asks them questions and introduces new vocabulary to help broaden their communication and language. Children are encouraged to name colours and count how many cars they have. She responds to their efforts to talk back to her and she repeats what she hears so that they hear the correct pronunciation of words. Children learn good social skills and manners. They attend larger groups and learn to mix with other children, and to share and take turns.

### Personal development, behaviour and welfare are good

Children are warmly welcomed into this nurturing and homely environment. They develop a strong sense of emotional security and confidence. The childminder knows the children well. She is fully aware of their routines, personalities, preferences and interests. Children develop secure and trusting relationships with her. They enjoy a wealth of interesting and stimulating activities in the childminder's home and during outings to places in their local community. Children are very well behaved. The childminder provides children with clear, age-appropriate and consistent behavioural expectations. There are established routines, such as helping to set the table at mealtimes and helping to tidy away toys. This helps to effectively promote children's sense of responsibility, independence and self-care skills.

### Outcomes for children are good

Children make good progress in relation to their starting points. They are motivated to learn and are eager to take part in activities they enjoy. From a young age, children develop confidence and self-assurance in a number of social situations. Their independence is promoted and they are encouraged to do things for themselves. This actively contributes to them developing the necessary skills in readiness for their future move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY271663
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1058223
<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 - 1
<b>Total number of places</b>	12
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 May 2016
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Blyth, Northumberland. She operates all year round from 6.30am to 6.30pm on Monday to Friday and from 7am to 4pm on Saturday and Sunday, except during family holidays. She also provides overnight care. The childminder holds an appropriate qualification at level 3 and works with assistants.

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