

Childminder Report

Inspection date

28 October 2016

Previous inspection date

7 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder has a secure understanding of the early years foundation stage. She provides interesting and challenging experiences that meet the needs of all children.
- The childminder forms strong partnerships with parents. Regular information is shared with parents about the activities their children enjoy. Parents are complimentary about the childminder and the service that she provides.
- Children settle easily, develop a strong emotional attachment with the childminder and are happy and content in her care. They play happily in a homely environment and are confident to make choices and decisions.
- Children's behaviour is good. The childminder ensures children understand the boundaries and know what is expected of them. She provides children with consistent praise and encouragement so that they gain confidence and develop high levels of self-esteem.
- Children are cared for in a safe and secure environment. The childminder completes daily checks to identify any potential hazards, and minimise risks to children's health and well-being.
- The childminder provides children with nutritious meals, snacks and drinks, and makes full use of opportunities to develop children's understanding of healthy lifestyles.

It is not yet outstanding because:

- The childminder has not yet targeted professional development opportunities to help enhance her practice to an even higher level.
- Self-evaluation does not have the exceptional detail, in order to identify ongoing priorities and plans that will help take the quality of practice to an outstanding level.

What the setting needs to do to improve further

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

- focus more precisely on how professional development opportunities can be used to raise the quality of the already good practice to an even higher level
- enhance the way in which self-evaluation is used to help shape ongoing plans to raise the quality of the provision to an outstanding level.

Inspection activities

- The inspector observed a range of activities and observed children and their interactions with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as children's records, policies and procedures and evidence of the suitability of those living on the premises.
- The inspector held discussions with children and the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents from written statements.

Inspector

Melanie Vincent

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder gives a high priority to the safety of children. She has assessed the risks while on outings and to the premises well. The childminder ensures she keeps up to date with relevant information, such as the current contact details and local procedures should she have concerns about a child's well-being. The childminder records observations of children's play and ensures important information is passed on to parents and teachers. Daily conversations with parents and school staff help to provide continuity of care and complement children's learning at school. She helps to prepare and support children well as they move on through the school. The childminder understands how to identify and support children who might not be making expected progress. She monitors children's development to help her identify any gaps in their learning. The childminder effectively works with outside agencies to support children's all-round development and overall well-being. This includes children with special educational needs or disabilities.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She asks children what they like to do and plans a variety of activities based on their interests. The childminder skilfully interacts with children during activities and supports the development of their speech and language well. She talks with children and provides a commentary to describe what they are doing. The childminder asks questions to help support their developing language and gives them time to answer. Children become aware of the community around them and enjoy outings and visits to places of interest. They have opportunities to be active and engage in physical activities, such as playing outside in the garden or visiting the park. The childminder provides many opportunities for children to express their creative skills and children develop their imagination when they recreate home experiences during their play. She encourages children to join in with activities, such as number games and phonics, that complement their learning at school. Young children develop their literacy skills when they choose particular favourite books, snuggle up next to the childminder and listen avidly while she reads.

Personal development, behaviour and welfare are good

Children play happily in a homely environment and demonstrate that they feel very much at home. They confidently and independently move around the childminder's home, choosing toys and resources to play with. The childminder encourages children to treat each other with respect and expects them to behave well. They show care and concern for each other and play amicably together. Children learn to share, take turns and respect each other's feelings. The childminder involves children in routines, and children enjoy the responsibility and achievement of tidying away toys and equipment, and setting the table. Children develop an excellent understanding of how to stay safe through the childminder's guidance. Their independence is very well supported and they are consistently encouraged to practise their skills, such as regular handwashing.

Setting details

Unique reference number	312421
Local authority	South Tyneside
Inspection number	1059544
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	5 - 12
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	7 November 2012
Telephone number	

The childminder was registered in 1992 and lives in Jarrow, South Tyneside. The childminder is open all year round from 7.30am to 7.30pm on Monday to Friday except for family holidays. She supports children who have special educational needs or disabilities.

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