

Childminder Report

Inspection date

24 November 2016

Previous inspection date

16 December 2013

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		Good	2

Summary of key findings for parents

This provision is good

- The childminder is truly passionate about her work. Her regular evaluations of practice, commitment to continuous professional development and focused research help to ensure that children have access to high-quality care and learning.
- The well-qualified childminder has a good understanding of how to promote children's learning and development. She observes children closely, monitoring their learning to highlight their interests and next steps. This information is used to provide a key focus for future learning and contributes towards all children making good progress.
- Children show confidence in expressing their own personal needs. They receive an abundance of encouragement, support and praise from the dedicated childminder when they are developing new skills, such as toilet training. This helps them to develop high levels of confidence and assurance.
- The childminder aspires to provide children with meaningful, exciting and pleasurable learning experiences. Effective strategies, such as open discussions and simplistic questionnaires encourage children to be actively involved in contributing towards their future learning experiences.
- The childminder values all children. She encourages them to share information about their home and school life with one another during routines, such as snack time. This helps children to adopt good listening and turn-taking skills.

It is not yet outstanding because:

- The childminder does not seek enough in-depth information from parents about children's learning on entry to provide children with optimal challenge from the outset.
- The childminder does not share regular and precise information about children's ongoing learning and development with other settings they attend to complement their learning most effectively.

What the setting needs to do to improve further

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

- broaden the depth of information sought from parents about children's learning on entry to the setting and provide the highest levels of challenge to children from the outset
- strengthen partnerships with other settings that children attend and share information about their learning and progress more regularly and precisely to complement their learning most effectively.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed children throughout the inspection during their freely chosen and routine activities.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector conducted a joint observation with the childminder during a planned activity.
- The inspector examined a range of documents. These included evidence of suitability, a record of the childminder's qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's learning files.
- The inspector took account of the views of parents from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedures to follow to protect a child's welfare. Comprehensive risk assessments encompass all aspects of children's safety and learning both within the childminder's home and during outings. For example, when attending local groups the childminder carefully monitors that areas are safe and activities are child centred. This contributes towards ensuring that children have access to safe and meaningful learning experiences. Effective tracking is used well to highlight any emerging gaps in children's learning. The childminder is proactive in seeking early support. Her close liaison with parents and other professionals and application of sharply focused training help to ensure that any gaps in learning are closing rapidly.

Quality of teaching, learning and assessment is good

The childminder completes accurate and precise observations and assessments of children's learning. She uses the information from these to plan activities that support children's continued good progress. Children enjoy exploring small-world toys that reflect their home life experiences. The childminder's good use of questions and significant interactions help children to accurately link words to actions to aid their communication skills. Children are keen to count resources, such as animals and confidently categorise these into groups. They delight in new experiences, such as treasure hunts and show confidence in talking about their findings. The childminder uses effective strategies to keep parents informed of their children's ongoing learning and progress. She confidently offers ideas to help parents extend children's learning at home.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. The childminder is responsive to children's individual needs. For example, she is quick to provide safe and comfortable areas for children to sleep when they become tired. The childminder is a good role model. She promotes positive behaviour in a calm and sensitive manner. Her good interactions help children to recognise the effects their behaviour has on others and contributes towards them beginning to resolve their own conflicts. The childminder provides a broad range of experiences that promotes children's good health. Children have access to regular exercise. They are eager to engage in conversations about where their food comes from. For example, children readily recognise that chickens produce eggs and are keen to listen to more in-depth information about different food chains.

Outcomes for children are good

All children, including those who have a special educational need or disabilities, make good progress. Children explore freely and independently. They count with numbers in the correct order. They learn to use tools for a purpose, such as when making marks and take interest in print and illustrations in books. Children are eager to develop new skills. They quickly adopt customs and routines they will become more familiar with at school, such as attending to own toileting needs, sharing and taking turns, developing friendships and maintaining attention. This prepares children well for what they need to learn next.

Setting details

Unique reference number	EY365360
Local authority	Northumberland
Inspection number	1065076
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	16 December 2013
Telephone number	

The childminder was registered in 2008 and lives in Ovingham. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She supports children who have special educational needs or disabilities.

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