

# Childminder Report

<b>Inspection date</b>	19 January 2017
Previous inspection date	11 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 quality of teaching is good. The childminder has a good understanding of the areas of development and how children learn. She plans activities that appeal to children's interests and that are appropriately challenging. This helps to support the learning of children at all ages and stages of their development.
- The childminder checks the progress children make. She uses her findings to tailor her teaching carefully, in order to meet the individual learning needs of children. This supports children to make good progress in all areas of development.
- Children are happy and confident in the childminder's care. She offers them plenty of attention, praise and encouragement. Children demonstrate that they feel valued and develop high levels of self-esteem. This helps to support their emotional well-being effectively.
- Parents are very pleased with the childminder's standards of care. They comment that they have absolute confidence in her and commend her patience and caring approach.
- The childminder evaluates her standards of care and learning regularly. She seeks out ways to build on her practice that help to improve outcomes for children. This contributes to her strong capacity for continuous improvement.

### It is not yet outstanding because:

- The childminder does not always share enough information with parents about their children's learning and development.
- At times, the childminder does not fully support children's developing speaking skills. For example, occasionally she does not model language well enough for children to understand the correct use of grammar and how to pronounce words correctly.

## What the setting needs to do to improve further

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

- strengthen the two-way flow of information with parents and promote children's learning and development even more effectively
- demonstrate to children how to use grammar correctly and model language well enough for children to pronounce words correctly.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability checks carried out on persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is qualified, experienced and is committed to continuing with her professional development. For example, she attends training courses, shares information with other childminders and welcomes support from other professionals. This helps her to extend her knowledge base and build on her teaching skills. The arrangements for safeguarding are effective. The childminder knows what to do if she has a concern about a child's welfare. Effective measures are in place to keep children safe. Children are supervised well, both in the childminder's home and when on outings. The childminder has established partnerships with other professionals and settings that children attend. This helps to provide a consistent approach to children's care, learning and development.

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

The childminder has a good understanding of how young children learn. She provides a good range of activities that promotes their development across all areas of learning. She observes children at play regularly. This helps her to learn about their interests and what they need to learn next. The childminder supports children's thinking and problem-solving skills effectively. She gives them plenty of time to think of their own solutions to problems they encounter as they play. For example, children keep trying until they find a way for puzzle pieces to fit together. The childminder teaches children about numbers and counting. For example, they compare how many steps they take during a game they play. This helps to promote children's developing mathematical skills and contributes to their good skills in this area of learning.

### Personal development, behaviour and welfare are good

The childminder's home is warm and welcoming, and children demonstrate that they feel very much at ease. The childminder is attentive and children develop trusting bonds with her. Children benefit from plenty of fresh air, exercise and a range of nutritious meals and snacks. This helps to promote their physical health and well-being. The childminder has a calm and sensitive approach to managing children's behaviour. Children quickly learn what is expected of them and they behave well. The childminder supports children effectively to develop independence. For example, they help to tidy up after activities. The childminder takes children to group activities in the community. They gain experience of being part of a larger group, which helps to prepare them for when they start school.

### Outcomes for children are good

Children make good progress in their learning and are working within the range of development typical for their age. They develop key skills in literacy that help to prepare them for their later learning. For example, they learn about letters and words as they share books with the childminder. Children develop good social skills that help to prepare them for the future. For example, they learn to share and take turns as they play a mini-beast board game. They listen, pay attention to the childminder and follow instructions successfully during their play. Children enjoy their time with the childminder. They are motivated to learn and engage well in the activities provided. This helps them to develop a positive attitude towards their learning which helps to prepare them for school.

## Setting details

<b>Unique reference number</b>	318878
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	1064087
<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>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 October 2013
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Cochrane Park. She operates all year round from 8.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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