

Childminder Report

Inspection date

19 January 2017

Previous inspection date

14 November 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder and her assistant use their knowledge and skills well to plan purposeful, exciting activities that reflect children's stage of development. They both understand well how to implement the requirements of the early years foundation stage.
- The childminder provides a very stimulating environment. The superb range of accessible resources and equipment successfully encourages children to explore, investigate and become active learners.
- Children settle easily, developing a very strong emotional attachment with the childminder and her assistant. They help children to quickly form extremely secure and positive relationships with each other and are exceptionally sensitive towards their needs.
- The childminder and her assistant foster excellent behaviour in children. Children are extremely well behaved and fully confident with the rules and routines of the setting.
- Children are cared for in a safe and secure environment. The childminder and her assistant complete rigorous daily checks to identify any potential hazards and minimise risks to children's health and well-being.
- The childminder forms strong partnerships with parents. Regular information is shared with parents about the activities their children enjoy and they are supported effectively to continue with their child's learning at home.

It is not yet outstanding because:

- The childminder and her assistant have not yet targeted professional development opportunities to help enhance their teaching skills to an even higher level.
- Self-evaluation processes are not fully developed to include the views of all parents.

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 targeting professional development opportunities to help raise the already good teaching skills to an outstanding level
- strengthen self-evaluation processes further and include the views of all parents.

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 took account of the written views of parents.
- The inspector held discussions with children and the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at all relevant documentation, such as children's records, policies and procedures and evidence of the suitability of those living on the premises.
- The inspector carried out a joint observation with the childminder.

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 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 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. Daily conversations with parents and school staff help to provide continuity of care and complement children's learning at school. The childminder works effectively in partnership with her assistant and monitors her practice. She regularly reflects on the provision with her assistant to make improvements.

Quality of teaching, learning and assessment is good

The childminder and her assistant skilfully observe children as they play and provide time to enable them to become deeply involved in their learning. Observations of children's learning are used effectively to identify and successfully plan for what they need to learn next. Children are provided with a range of sensory exploration to help to develop their social, mark making and language skills. The childminder and her assistant successfully promotes children's language and communication skills. For example, they sit with children as they play, introducing new vocabulary and repeating words back to them. The childminder and her assistant ask children questions and make comments that prompt them to work out mathematical problems. Children count, measure and compare objects during their play. They have opportunities to be active and engage in physical activities, such as playing outside in the garden and while on outings or visiting the park.

Personal development, behaviour and welfare are outstanding

The childminder collects very detailed information about children before they start. This enables her to respond swiftly and meet their care needs very effectively. She encourages children to treat each other with respect and expects them to behave well. Children show the utmost care and concern for each other and play extremely amicably together. They learn to share, take turns and respect each other's feelings. Children learn about a healthy diet, are provided with nutritious meals and readily access fresh fruit. They are very keen to help set the table for lunch and are involved in preparing meals. Children develop an excellent understanding of how to stay safe through the childminder's guidance. They are highly confident and show excellent levels of independence for their age. Children's independence is very well supported and they are consistently encouraged to practise their skills, such as regular handwashing.

Outcomes for children are good

All children make good progress in relation to their individual starting points. Children are exceptionally happy and have very strong attachments to the childminder and her assistant. They know where to find their favourite toys and make lots of independent decisions about their play and experiences. Children show high levels of motivation and enthusiasm when investigating the wide range of resources. All children very effectively develop the skills they need for the next stage in their learning, including school.

Setting details

Unique reference number	EY462726
Local authority	South Tyneside
Inspection number	1066906
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	18
Number of children on roll	20
Name of registered person	
Date of previous inspection	14 November 2013
Telephone number	

The childminder was registered in 2013 and lives in South Shields, Tyne and Wear. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder works with two assistants and provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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