

# Childminder Report

|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 5 June 2017  |
| Previous inspection date | 24 June 2014 |

| <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

- Children have a very good relationship with the childminder and other children. Toddlers enjoy regular cuddles with the childminder and enjoy joining in games with the older children.
- There is a very well-resourced outdoor area, where children enjoy learning across all areas of learning.
- Children learn how to keep themselves safe. For example, they understand they must hold onto the handrail as they come down the stairs.
- The childminder's evaluations of her provision are rigorous and precisely focused on how she can improve the quality of her provision.
- Children make good progress. The childminder has robust monitoring procedures to identify any areas where children require further support. She uses this effectively to inform her planning.
- The childminder plays alongside children, commenting on what they are doing, offering good support and guidance as necessary.

### It is not yet outstanding because:

- Sometimes, the childminder does not make the best use of all opportunities to extend children's speaking.
- Although the childminder works well with parents, she does not routinely gather information from them about children's starting points and achievements.

## What the setting needs to do to improve further

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

- make better use of all opportunities to extend children's speaking and language
- strengthen the information gathered from parents when children first start attending, to support children's learning and development even more effectively.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 of 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

Elizabeth Fish

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedures she should follow if she has a concern about the welfare of a child in her care. She ensures information, such as contact numbers, are correct. The childminder is committed to her own professional development. She has attended all mandatory training and strengthened her understanding of recent developments. In addition, she has identified further training to help her improve her provision further. The childminder has a good relationship with the schools and nurseries that children attend. They work together effectively to ensure a consistent approach to supporting children's learning.

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

The childminder knows the children well and she takes account of their interests when planning her environment. For example, she makes pushchairs available for toddlers who enjoy moving resources around the room. The childminder demonstrates a good understanding of how to support children's play and learning. She intervenes effectively to introduce the language of time in a meaningful context. The childminder uses her assessments well to identify what children need to learn next and uses this information effectively to plan stimulating activities. For example, children enjoy talking about numbers as they play a fishing game.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. Toddlers enjoy frequent cuddles from the childminder. Good support from her helps children understand the importance of sharing their toys. Parents comment that the childminder supports the whole family well. Children are emotionally secure. Children behave well. The childminder has clear rules and routines which she consistently reinforces. Good explanations help children to understand why these rules are important. For example, children understand the importance of tidying up to avoid accidents. The childminder supports children's physical development effectively. Activities, such as running and climbing support their large muscle skills well. Children enjoy developing their small muscle control. For example, they weave with natural materials outside.

### Outcomes for children are good

Children are enthusiastic and confident learners. Younger children develop a strong exploratory impulse and develop very good physical skills. Older children learn how to manipulate pegs as they hang things on the washing line. They learn to take turns with resources as they play a fishing game together. Children begin to understand about the passing of time. They develop their mathematical skills as they read and begin to put numbers in order. These skills prepare children well for the next stage in their learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY400841  |
| <b>Local authority</b>             | South Tyneside  |
| <b>Inspection number</b>           | 1087338   |
| <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 - 8   |
| <b>Total number of places</b>      | 4   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 24 June 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2009 and lives in Hebburn in South Tyneside. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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