

# Childminder Report

<b>Inspection date</b>	12 July 2017
Previous inspection date	26 January 2015

<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 childminder knows the children in her care well. She observes them to identify their interests and abilities and uses this information to help her to plan appealing and challenging activities that support children to make good progress.
- Children develop secure bonds with the childminder. They respond well to her calm and reassuring manner and grow in confidence in her care.
- The childminder reflects on her own practice and then identifies ways to build on her teaching. This contributes to the childminder's strong capacity for continuous improvement.
- Children concentrate for long periods while they play. They become engrossed in activities and actively explore and investigate the environment. This demonstrates a positive attitude toward learning that helps to prepare them for when they start school.
- Parents are very happy with the care and learning the childminder provides. They describe her as the 'nicest, most patient woman' who adapts to children's needs.

### It is not yet outstanding because:

- The childminder does not always gather information from parents, when children first start to attend to help identify their learning needs as early as possible.
- Sometimes the childminder does not share enough information with other settings that children attend to help to provide a consistent approach to children's care, learning and development

## What the setting needs to do to improve further

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

- gather more information from parents about children's learning when they first start to attend, and plan more effectively for their learning from the outset
- strengthen partnerships with other settings that children attend and meet children's care, learning and development needs even more consistently and effectively.

### Inspection activities

- The inspector viewed all areas of the childminder's home that are accessed by children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection. She looked at relevant documents, such as the required policies and procedures and evidence of the suitability checks carried out on household members.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection. She 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 arrangements for safeguarding are effective. The childminder shares information with parents about how she keeps children safe in her care. She knows the action to take if she is concerned about a child's welfare. The childminder continues with her own professional development. This helps to enhance her teaching skills and improve outcomes for children. The childminder monitors children's progress closely to help her to identify learning priorities for each child, including any children who are developing key skills. She uses her findings to shape their future learning experiences to help them make continued good progress. She provides extra support to help children catch up in all areas of learning.

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

The childminder understands the different ways young children learn. The activities she provides are unhurried and give children plenty of time to repeat and practice new skills. She skilfully supports children's learning while giving them opportunities to lead their own play. For example, children experiment with ways to mix, pour and fill containers while they play with coloured rice in a tray. Children readily engage in a wide range of imaginative games and activities. For example, they pretend to be grown-ups while playing outside. They pretend to visit shops and take their 'children' to school. This supports their creative development. The childminder incorporates number skills into routines and activities, helping to promote children's mathematical development.

### Personal development, behaviour and welfare are good

The childminder offers children plenty of encouragement and praise as they play. This helps to develop their self-esteem and confidence in their own abilities. Children benefit from fresh air and exercise that helps to promote their physical well-being. For example, they ride bicycles and learn to balance on equipment in the garden. The childminder has high expectations of children's behaviour. She gently reminds them of boundaries and supports them to manage their feelings. Children respond positively and behave well. Children develop a strong sense of independence. They manage their personal needs from a young age with minimal help. For example, they capably wash and dry their hands and discuss the importance of keeping clean. They put on their own coats and shoes when getting ready for outdoor play, helping to prepare them for school.

### Outcomes for children are good

All children make good progress. Most children achieve levels of development typical for their age range, and those who need more support in some areas of learning catch up quickly. Children develop a sense of responsibility. They work together to complete tasks set by the childminder and cooperate as they help to set up activities. For example, they discuss the easiest and safest way to carry a large tray from one room to another. Children develop early friendships and learn to share and take turns. They listen to each other's ideas and engage in conversations while they play.

## Setting details

<b>Unique reference number</b>	EY386414
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1093677
<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>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 January 2015
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Blyth, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

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Piccadilly Gate  
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Manchester  
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