

Childminder Report

Inspection date

13 November 2017

Previous inspection date

8 January 2014

| 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

- Overall, the quality of the childminder's teaching is good. She is well qualified and uses her skills and knowledge of how young children learn to support them to make good progress.
- The childminder maintains a good overview of the educational programme. She reviews the progress children make, using this information to modify and enhance the activities she provides. This helps to narrow any possible gaps in children's learning.
- The childminder is keen to develop her provision further. She has plans in place to further develop the service she provides to support children's outcomes over time.
- Children behave well in the childminder's home. She sensitively supports children to understand skills, such as sharing and turn taking and how to play cooperatively with other children.
- Partnerships with parents, local schools and external professionals are strong. The childminder demonstrates a proactive attitude in developing and maintaining a joint approach to meeting children's individual needs.

It is not yet outstanding because:

- Occasionally, the childminder's organisation of routines does not provide children with sufficient time to become deeply involved in their learning.
- Arrangements for monitoring the practice of the assistants are not sufficiently focused on supporting them to improve the quality of their teaching.

What the setting needs to do to improve further

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

- review the organisation of routines and provide more opportunities for children to become deeply involved in their learning
- strengthen arrangements for the monitoring of the assistants so that these are sharply focused on key areas of practice to raise their quality of teaching to a higher level.

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 and her assistant. 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

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant take action to ensure children's safety at all times, both indoors and outdoors. They review their risk assessments following any event that may occur to prevent possible reoccurrence. Clear procedures are in place to report any concerns about children's welfare. The childminder ensures all assistants working with her are kept up to date with her procedures and know what signs to look for that may indicate a child is at risk of harm. Effective arrangements are in place to record and share any accidents or injuries a child may sustain while they are with the childminder. For example, parents receive text messages and written letters to inform them immediately of any incident. Overall, assistants are supported well by the childminder. Regular training, such as paediatric first aid and safeguarding helps them to keep their knowledge up to date.

Quality of teaching, learning and assessment is good

The childminder plans a wide range of interesting activities to support children to make good progress. She makes accurate assessments of children's learning and uses this well to help them develop the skills they need to learn next. The assistant complements the work of the childminder. He uses a good range of teaching strategies when carrying out activities, such as making play dough. For example, simple, clear instructions help children to understand how to tip cups of salt and flour into the tray and mix it with their hands. The childminder supports children's early communication skills well. She enthusiastically sings rhymes and songs and children join in with some key words and phrases. Children's skills are helped to develop even further when they hear stories read to them in the book area. The childminder uses resources, such as coloured lights, cushions and soft fabrics to create a space where early reading and quiet time is valued.

Personal development, behaviour and welfare are good

Children are welcomed into the childminder's warm and friendly home environment. They access a stimulating and very well-resourced den area where they develop confidence and are motivated to try new activities. Children are supported very well emotionally when they first start attending. Effective arrangements, such as settling-in visits, help children to develop confidence in staying on their own without their parents. Good-quality information gathered from parents provides continuity in meeting children's physical needs. Parents report how well the childminder uses this information to ensure specific requirements, such as children's dietary needs, are met.

Outcomes for children are good

Children make good progress in their learning. In some areas of learning, progress is better than expected. Children develop key skills in mathematics and they enjoy playing with the train set. They count the number of carriages they are using and respond to questions such as, 'how many are there if we add one more?' This helps children develop the knowledge they require, in readiness for school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY462907 |
| Local authority | Gateshead |
| Inspection number | 1102506 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 10 |
| Total number of places | 24 |
| Number of children on roll | 10 |
| Name of registered person | |
| Date of previous inspection | 8 January 2014 |
| Telephone number | |

The childminder registered in 2013 and lives in Gateshead. She operates all year round from 6.45am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works alongside assistants.

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