

# Childminder Report

**Inspection date**

8 December 2017

Previous inspection date

12 May 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

- The quality of the childminder's teaching is good. She uses her knowledge and skills well to support children to make good progress in their learning.
- The childminder provides a good range of experiences for children of all ages, especially for those who prefer to learn outdoors. Activities, such as den building in the woods, help children to work together cooperatively.
- Children's assessment information is reviewed well. The childminder identifies where children may require additional help to support their good progress.
- Good partnerships with parents and local schools, where children also attend, ensure children's physical and emotional needs are met. Effective information sharing provides continuity and consistency in the care children receive, overall.
- The childminder regularly reviews the toys and resources she provides to ensure children's interests and stage of development are reflected.

### It is not yet outstanding because:

- The childminder has not yet established highly effective links with all external professionals who also support children, to support their learning and development even further.
- Self-evaluation does not have the exceptional detail to help identify ongoing priorities and plans that will help take the quality of practice to an outstanding level.

## What the setting needs to do to improve further

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

- strengthen arrangements for exchanging information with external professionals who may also be involved with children, to provide a more consistent approach to supporting children's individual learning needs
- strengthen the arrangements for self-evaluation and focus on identifying precise plans for improvements that enhance outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date by accessing regular training. She is confident in describing possible signs and symptoms that may indicate a child is at risk of harm. Clear policies and procedures underpin her good practice and are reviewed regularly. For example, the childminder ensures the contact numbers she holds, to share any concerns she may have about children, are the most current for her local area. Effective arrangements are in place to administer medication to children. The childminder obtains written consent from parents and informs them immediately should children require medicine throughout the day. Accidents are managed very well. The childminder ensures children receive prompt medical care should they sustain any injury while in her care.

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

The childminder uses a wide range of effective strategies to support children's communication and language skills. For example, she gives clear instructions, such as, 'You need to rub all the way round the pot', when children help to wash equipment after a painting activity. The childminder supports children's early literacy skills well. She skilfully introduces simple rhymes and songs as children play. For instance, when children complete a jigsaw puzzle with pictures of the sea, the childminder sings a simple song about a boat. High-quality information about what children already know and can do is gathered from parents when they first start attending. The childminder uses this information well to develop her on entry assessments. This helps her to plan activities that help children develop the skills they need to learn next.

### Personal development, behaviour and welfare are good

The childminder provides a well-resourced toy room where children make independent choices and are motivated to direct their own play. Resources are accessible and help children develop confidence in selecting and returning equipment. Children behave well. They understand and cooperate with boundaries and routines during the day and demonstrate good manners. For example, children say 'thank you' to the childminder when she offers them a dry jumper to wear when they get their sleeves wet while washing up. The childminder helps children to develop an understanding of safety. For instance, she allows children to climb inside storage boxes while they are playing but reminds them to be careful as they may not be as sturdy as they look.

### Outcomes for children are good

Children make good progress in their learning. They develop a good range of skills and knowledge in readiness for school. Children develop their mathematical skills as they play. They recite number names in sequence, such as 'one', 'two', 'three', 'four' and 'five' as they count pieces of jigsaw puzzle. Early literacy skills are developing well. Children show increasing confidence in holding pens and pencils effectively and enjoy singing nursery rhymes to themselves as they draw.

## Setting details

<b>Unique reference number</b>	EY471647
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1102897
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 May 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Seaton Sluice, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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