

# Childminder Report

**Inspection date**

16 January 2018

Previous inspection date

26 February 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.
- Good partnerships with local schools, where children also attend, provide continuity and consistency in children's care and learning.
- Children's assessment information is reviewed well. The childminder identifies where children may require additional help to support their good progress.
- Children behave well. The childminder helps them to understand the age-appropriate rules and boundaries within her home environment.
- The childminder provides good opportunities to extend children's learning outdoors. She makes good use of facilities in her area, such as local parks.
- The childminder is keen for children to develop relationships with others. She provides opportunities, such as regular drop-in sessions in her home, where other childminders bring their children and they all play together.

### It is not yet outstanding because:

- The childminder does not always gather enough detailed information about children's learning and development when they first start attending to help plan even more effectively from the outset.
- Although there is a programme for ongoing development, this is not yet fully aimed at raising the quality of teaching for the youngest children to an even higher level.

## What the setting needs to do to improve further

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

- extend the information gathered from parents about what their child already knows and can do to plan even more effectively when children first start to attend
- focus more precisely on improving teaching for the youngest 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

The arrangements for safeguarding are effective. The childminder has sound knowledge of how to keep children safe and knows who to contact should she have any concerns. She keeps her knowledge up to date by attending relevant training and by sharing her practice with other local childminders. The childminder's home is safe and secure. Risk assessment procedures underpin her good practice and are shared with all members of her family. This ensures areas, such as the front door, are secure when adults leave the house. The childminder maintains a good overview of the educational activities she provides for children. All equipment is stored in the playroom and rotated to ensure children's interests and stage of development are reflected. Ongoing discussions with parents help the childminder to identify ways she can improve her service further.

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

The childminder supports children's communication and language skills well. For instance, children enjoy looking at pictures in books and at posters displayed on the playroom wall. The childminder models how to say words and children copy her, helping to build their growing vocabulary. The childminder skilfully incorporates early counting skills into children's play activities. She encourages them to count the number of objects they have drawn on equipment, such as magnetic drawing boards. Overall, the childminder works well with parents to support children's learning. She regularly shares children's activities during the day and has ongoing discussions with parents when they collect children at the end of the day.

### Personal development, behaviour and welfare are good

The childminder welcomes children into her warm and welcoming family home, where their needs are met very well. Valuable time is spent with parents when they arrive to share any changes in children's physical or emotional health. For example, when children have been unwell during the night before they arrive, the childminder monitors them even more closely and allows them to cuddle into her and sleep when they need to. The childminder is kind and gentle in her approach towards children. They develop strong relationships with her and other members of her family. For instance, children smile when the childminder's son comes into the room and speaks to them. The childminder provides a stimulating and interesting range of resources and equipment. Children quickly develop confidence and are motivated to explore and direct their own play and learning.

### Outcomes for children are good

Children make good progress in their learning. They are well prepared with the skills and knowledge they require for school, when the time comes. Children concentrate well as they play and explore. They explore resources, such as pens and glue sticks, developing the small-muscle skills required for early writing. Children show an interest in early reading. They listen and make comments when the childminder reads stories to them.

## Setting details

<b>Unique reference number</b>	506920
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1087149
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 February 2014
<b>Telephone number</b>	

The childminder registered in 1988 and lives in Alnwick, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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