

Childminder Report

Inspection date

24 April 2018

Previous inspection date

7 July 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

- The childminder regularly updates her policies and procedures to help ensure that her practice reflects current legislation.
- The childminder has a good understanding of how children learn and develop. She clearly documents children's abilities from when they first start. The childminder uses this information to plan activities that children will enjoy and that will help promote and develop children's existing skills.
- The childminder is very kind and caring. She frequently praises children's efforts which promotes their self-esteem effectively. She listens carefully to the children and responds appropriately to their individual needs.
- The childminder uses good techniques to gently refocus the younger children's age-appropriate behaviour. These help promote their understanding of right from wrong and positively help develop their self-control skills.
- Children concentrate for prolonged periods during their play. This helps them to develop some of the key skills required for the next stage in their learning.

It is not yet outstanding because:

- The childminder has not yet fully implemented highly effective ways to monitor and track the children's development to highlight any possible gaps in their learning and help ensure they continue to make good progress.
- The childminder has not established highly effective ways of sharing information with parents regarding their children's learning at home.

What the setting needs to do to improve further

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

- develop the assessment systems to monitor and track the children's progress to help identify any possible gaps in their learning
- strengthen partnerships with parents to further promote the good sharing of information about children's learning from home.

Inspection activities

- The inspector observed children enjoying activities in the childminder's home. She carried out a joint observation with the childminder and evaluated this with her.
- The inspector viewed a sample of written comments from parents and took account of their views and opinions.
- The inspector viewed the learning environment and the resources that children play with.
- The inspector viewed relevant documentation, including safeguarding policies and procedures, children's learning files and planning documentation.
- The inspector spoke to the childminder and children throughout the inspection at appropriate times.

Inspector

Amanda Hartigan

Inspection findings

Effectiveness of the leadership and management is good

The childminder frequently evaluates and reflects on her practice to help her identify areas for improvement. She makes action plans, such as further enhancing the outdoor play area for the children. She has completed safeguarding and child protection training and understands the signs and symptoms of abuse. The childminder knows the correct procedures to follow, should she have any concerns about a child's welfare. Safeguarding is effective. The childminder regularly risk assesses the learning environment. This helps ensure that children are kept safe and secure. The childminder regularly meets with other professionals, such as local childminders. They share ideas and good-practice techniques which positively help promote the childminder's existing knowledge and teaching skills. Partnerships with parents are strong. The childminder regularly shares the children's learning files with them. Parents are appreciative and complimentary of the care their children receive and make positive comments, such as how polite and caring the childminder is.

Quality of teaching, learning and assessment is good

The learning environment is carefully matched to children's ages and interests. Children enjoy creative and sensory activities that ignite their curiosity for learning. For instance, they enjoy foot printing with green paint, enjoying the texture between their toes. They gleefully print their feet onto paper to make a very long, green caterpillar. The childminder introduces new words, such as asking them if their feet are 'slipping' and 'sliding' in the paint. The childminder successfully develops children's emerging communication and language skills. She clearly repeats words back to the children. This helps them to understand the correct pronunciation. Children's learning files are regularly updated. Overall, children make good progress.

Personal development, behaviour and welfare are good

Children's care needs are conducted with dignity. The childminder talks and interacts with the young children during their nappy changing routines. This positively supports their personal and emotional well-being. They respond by babbling back to her. Children are developing a good understanding of healthy food. For instance, they enjoy eating different fruits at snack times, which the childminder links back to 'The Very Hungry Caterpillar' story effectively. They discuss and count how many fruits the caterpillar eats. This further promotes children's mathematical understanding of counting in sequence.

Outcomes for children are good

Children are happy and confident learners. They are eager and keen to try new experiences, such as sampling different varieties of fruits. The childminder regularly arranges different outings for the children to enjoy within their local environment. For example, they visit the library to listen to story time sessions, the toddler group to meet and play with other children and the park to promote their physical skills. These positively enhance children's self-confidence and social skills as they join in group activities and meet different people.

Setting details

Unique reference number	EY431096
Local authority	Northumberland
Inspection number	1105317
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	7 July 2014
Telephone number	

The childminder registered in 2011 and lives in Bedlington, Northumberland. She operates all year round from 7am to 6.30pm, Monday to Saturday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

