

# Childminder report

<b>Inspection date</b>	13 September 2018
Previous inspection date	8 January 2016

<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 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

### The provision is good

- The childminders teaching is rooted in a good overall knowledge of how young children learn and develop. She is keen to develop her skills further by accessing professional development opportunities.
- Children develop strong relationships with the childminder. They respond well to her playful interactions and play cooperatively with her and other minded children.
- The childminder works well with other professionals, such as health visitors, who are also known to children. This helps to provide consistency in the support children receive.
- Good arrangements are in place to track children's progress over time. The childminder reviews this information to ensure any additional support children need is identified at the earliest stage, to meet their individual needs.
- Children's behaviour is very good. They receive consistent, gentle reminders to help them understand appropriate rules and boundaries within the childminder's home. They enjoy the time they spend with the childminder and make good progress in their learning.

### It is not yet outstanding because:

- The childminder does not consistently help children to develop a deep enough understanding of good hygiene practices, to keep them themselves healthy.
- The childminder has not fully considered how she can promote younger children's exploration and investigative skills 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:

- provide a wider range of opportunities for children to extend their exploration and investigation skills, to promote their learning to an even higher level
- help children to develop a deeper understanding of good practices that promote their good health.

### 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 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 leadership and management is good

Safeguarding is effective. The childminder provides a safe environment for children. All doors and stairgates are locked and secure. The childminder understands her responsibility in protecting children from harm. She knows who to contact should she have any concerns about a child in her care. Updated safeguarding information is obtained in a variety of ways, such as researching online and networking with other local childminders. The childminder reviews and reflects upon many aspects of her provision. She carefully considers the toys and equipment she provides for children to ensure most resources are suitable for their stage of development. Partnerships with parents are strong. The childminder maintains a continuous two-way flow of information with them, to support children's well-being and ongoing learning. Parents are delighted with the quality of the provision. They make written comments, including, 'We know we can rely on her to provide our child with a safe environment and encourage their development'.

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

The well-qualified childminder sits alongside children as they play, supporting their learning well, overall. Very young children are supported effectively to build up their growing vocabulary. This is evident when the childminder uses teaching strategies, such as modelling language and naming objects for children. For example, when children pick up toy animals, the childminder says 'Look, a giraffe'. Older children are helped to develop the literacy and mathematics skills, that support their readiness for school. The childminder encourages children to count as they play and draws their attention to sounds at the beginning of words. For instance, she emphasises the sound 'sss' when children point to a picture of a snake.

### Personal development, behaviour and welfare are good

The childminder welcomes children into her warm and friendly home. She has recently moved to a new house and has quickly developed the areas where children can play and learn. The childminder continually identifies way she can improve her provision. For example, she plans to remove the carpet and lay wooden flooring in her playroom, to extend the range of creative experiences she provides for children. The childminder gathers good-quality information from parents, when children first start attending. This is used well to provide a consistent approach to supporting children's emotional and physical needs.

### Outcomes for children are good

Children make good progress in their learning. Older children are developing as confident communicators who express themselves well as they play. Younger children babble and are motivated to move around the learning environment. They pull themselves up onto furniture, reaching for toys that interest them. Outdoors, children enjoy equipment, such as the slide. They smile and laugh as the childminder helps them to climb the steps and come down the slide.

## Setting details

<b>Unique reference number</b>	310032
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10065098
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 January 2016

The childminder registered in 1992 and lives in North Shields. She operates all year round from 7.15am to 7pm, Tuesday, Wednesday and Thursday, and 9am to 3.15pm on a Monday and Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funding for three-year-old children.

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Piccadilly Gate  
Store Street  
Manchester  
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