

Childminder report

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| Inspection date | 14 December 2018 |
| Previous inspection date | 14 July 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

This provision is good

- The childminder provides a highly nurturing and welcoming environment for children and their families. She is very responsive to children's needs and builds positive relationships with them from the start. She offers a sensitive approach to their individual interests. Children demonstrate high levels of self-esteem.
- Children have a wide range of exciting activities to choose from. They show a keen interest in listening to stories. Children engage in conversation with others and talk about what they are playing with. This demonstrates good communication skills.
- The childminder takes children on regular outings. She takes children on trips to the farm, park and soft play centres. This helps children to develop good physical skills.
- Parents state that they are very happy with the care the childminder provides for their children. They comment on the very regular communication that the childminder provides and how she provides opportunities for parents to contribute to their children's learning.
- Children, on occasions, do not engage fully in activities. The childminder has not yet considered all ways to provide even further levels of challenge and to help children become deeply engaged in their play.
- Although the childminder has good behaviour management systems in place, sometimes opportunities are missed to fully extend children's listening and attention skills.

What the setting needs to do to improve further

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

- provide even further challenge during children's play and develop their engagement even further during activities
- promote children's listening and attention skills and encourage them to develop an understanding of how their feelings and behaviour impacts on others.

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 an 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
Emma Allison

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has detailed policies and procedures in place that underpins all aspects of her practice. She demonstrates a clear understanding of the procedure to follow in the event of a concern regarding the welfare of a child. Furthermore, the childminder is aware of the reporting procedure in the event of an allegation being made against her or a family member. The childminder evaluates her practice. She is proactive and seeks out further research to strengthen her existing skills and practice. For example, the childminder has completed training regarding identifying children's repeated patterns of play. This helps her to complete observations more clearly and plan for what children need to learn next. The childminder understands her responsibility to work with others to help to promote all aspects of children's learning. She has established effective working relationships with schools and other early years providers where children attend. This helps to provide a continued approach to children's learning.

Quality of teaching, learning and assessment is good

The childminder plays alongside children and models how to use resources. She takes an interest in what children play with. Children learn how to operate simple information, communication and technology equipment. They take an interest in playing inside tents created with blankets. The childminder promotes children's good creative skills. Children participate in role-play games. They pretend to make snacks and dinner for others. Furthermore, children use mathematical language skills, including counting out pieces of play food for visitors. This also helps to promote their creative skills.

Personal development, behaviour and welfare are good

The childminder encourages children to follow good hygiene practices. She provides them with opportunities to learn the importance of following a healthy lifestyle. Furthermore, children demonstrate good self-care skills. The childminder talks to children about other cultures and traditions from around the world. Children learn about differences and similarities between themselves and others.

Outcomes for children are good

Children make good progress. They develop good literacy skills. For example, during outdoor play children talk about the different marks they make in the snow. Children are independent. They participate in small tasks appropriate to their age and stage of development. For example, they help to prepare snacks, clean tables and help to tidy away toys and equipment. Children are equipped with key skills needed for future learning and their eventual move to school.

Setting details

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| Unique reference number | 403038 |
| Local authority | Northumberland |
| Inspection number | 10065190 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 9 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 14 July 2015 |

The childminder was registered in 1995 and lives in Morpeth. She operates all year round from 8am to 5.30pm, Monday to Friday, term time only.

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