

# Childminder report

<b>Inspection date</b>	9 January 2019
Previous inspection date	8 September 2015

<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

### This provision is good

- Children are confident learners. The childminder has robust settling-in procedures. She gathers a wealth of information from parents regarding what children know and can already do. This helps children to settle quickly.
- Children form strong friendship groups. They show respect towards others and behave very well. This helps to promote good social skills.
- The childminder shares regular information with parents. For instance, she provides them with detailed communication books and invites parents to share information from home. This helps to provide a continued approach to children's learning.
- Children use mathematical language throughout all aspects of play. They learn to count and recognise shapes. For instance, children talk about the various patterns and shapes they create when using plastic cutters while playing with dough.
- The childminder completes regular observations and assessments of children's learning. She identifies what children need to learn next and plans activities according to children's interests. Children engage well in play.
- The childminder has not yet considered further ways to build on her professional development and help to strengthen the good teaching skills.
- Occasionally, the childminder does not extend children's speaking skills and use questions that build on children's thinking skills.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development and help to refine the good teaching skills to help to promote the highest outcomes for children
- make the most of opportunities that arise to help children to think of solutions, to test their ideas and to encourage their communication and language skills even further.

### 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 robust policies and procedures that underpin all areas of practice. She has a thorough understanding of how to report and record any concerns that she has regarding children's welfare. She has a very good knowledge of the possible indicators of abuse. The childminder supervises children very well and encourages them to participate in identifying hazards in their environment. This helps children to develop an understanding of how to keep themselves safe. The childminder regularly reviews the overall quality of her practice and invites others to share their ideas of how to make service improvements. This helps her to quickly identify gaps in practice. She has established effective working relationships with other professionals, including schools where children attend. This helps to promote a continued approach to children's learning.

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

Children make independent choices as they play. They have a good range of activities to choose from. The childminder plays alongside children and models how to use toys and equipment. For example, she encourages children to help complete a large train track. This helps to develop children's hand-to-eye coordination. Children develop good creative skills. They choose from a range of pretend foods and join in with role-play games. Children push toy trolleys and tell the childminder they are going shopping.

### Personal development, behaviour and welfare are good

The childminder takes children on regular outings, including trips to the farm and soft-play centres. She creates games where children are able to use their whole bodies to move and jump. Children have very good opportunities to participate in physical activities. This helps to develop children's physical skills. The childminder is very nurturing. She sensitively offers praise and encouragement throughout the day. This helps to build children's self-esteem. Children have opportunities to make healthy choices during mealtimes. They learn the importance of following good hygiene practices and begin to learn ways to manage their self-care needs.

### Outcomes for children are good

Children make good progress. They show an interest in songs and stories. Children choose their own books and listen to familiar stories being read to them. This helps to promote their literacy skills. Children learn to use puzzles and set their own challenges during play. They take an interest in finding out what things can do. Children are equipped with the key skills needed for future learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	401580
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10065187
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 September 2015

The childminder registered in 2001 and lives in Stakeford, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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