

Childminder report

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| Inspection date | 5 February 2019 |
| Previous inspection date | 25 November 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

- Children are happy in the care of the childminder and they readily engage in conversation with her and other children. Relationships are very good. A gradual settling-in procedure, that is agreed with parents in accordance with their child's needs, helps children to feel emotionally secure.
- The childminder has developed very good relationships with parents. She knows the families well and regularly maintains a daily exchange of information regarding children's care and developmental needs. This helps to ensure a consistent approach. Parents comment that children make good progress and are extremely happy at the childminders and they have the utmost confidence in her.
- The childminder supports children's developing language skills effectively. She talks to children about what they are doing and repeats words back to them to support their pronunciation.
- The childminder reflects on her practice and the service she provides. She takes account of the views of parents and children when planning, to make changes and improvements to her setting.
- Children learn to become independent and to do things for themselves. They learn to take turns and share and their behaviour is good.
- The childminder has not yet established a programme of professional development to drive forward future improvements, to raise the quality of teaching to a higher level.
- The childminder does not consistently provide the most able children with enough challenging learning opportunities to help them make excellent progress.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is consistently advanced
- provide a higher level of challenge in activities to inspire the most able children to excel in their learning.

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 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

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder demonstrates a clear understanding of who to contact if she has any concerns about a child's welfare. She provides a safe environment and risk assessments are completed regularly. Parents and children complete regular questionnaires and their views are evaluated and considered. Parents speak highly of the childminder and comment on the homely environment that she creates for their children. The childminder discusses ideas with other professionals to help improve children's experiences and development.

Quality of teaching, learning and assessment is good

Children are happy and engaged in their learning. Overall, the childminder plans a good range of activities and experiences that links to children's interests. She uses her observations and assessments to identify children's next stage of development. She fully encourages children to share their own thoughts and ideas, which means that planned activities often change to suit children's choices. When children show an interest in imaginative play, the childminder encourages them to access these resources and dress up in their favourite suits. Children work together as they plan who they will be and creatively use a plastic container as their 'boat'. The childminder supports children well with their early communication and language skills. She talks to them constantly, asking questions and encouraging them to sing along to familiar songs and rhymes. During play, the childminder skilfully supports children's mathematical skills. For instance, children compare different sizes of objects and sort by size and shape during a creative activity.

Personal development, behaviour and welfare are good

Children are happy and settled in the welcoming environment. They are confident to freely explore the wide range of toys and resources that the childminder provides for them. Children demonstrate good self-care skills. They use the toilet independently, tidy away their toys after play and put on their own shoes and cardigans when going outside. The childminder promotes children's health and well-being and they learn good hygiene routines. Mealtimes are sociable occasions and the childminder sits with the children and joins in their conversations. The childminder provides children with the right amount of supervision. She helps children to identify hazards and supports them to learn about managing risk for themselves.

Outcomes for children are good

Children make good progress. They are enthused and become engrossed in activities. They enjoy their play and actively explore and investigate the environment. Children demonstrate a positive attitude towards learning that helps to prepare them for when they start school. Children have good listening skills and show an understanding of instructions and the meaning of conversations. They develop good literacy skills. Children learn to recognise their names and practise their early writing skills.

Setting details

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| Unique reference number | EY295712 |
| Local authority | Newcastle upon Tyne |
| Inspection number | 10064876 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 7 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 25 November 2015 |

The childminder registered in 2004 and lives in Kenton. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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