

# Childminder report

<b>Inspection date</b>	20 February 2019
Previous inspection date	7 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### **This provision is good**

- The childminder has a good understanding of children's development levels. She uses effective methods to enable her to accurately monitor and assess their progress. The childminder uses her knowledge to identify what children need to learn next.
- The childminder is extremely kind and welcoming. She develops very close and secure relationships with children and their families. Children are exceptionally happy and settled in the childminder's care. The childminder offers very flexible procedures to meet the needs of children and their families.
- Children's behaviour is excellent. The childminder is a very good role model. She treats children with the utmost respect and teaches them how to build extremely strong friendships.
- The environment is stimulating and very well organised. An excellent range of activities are on offer for children to choose their play from.
- The childminder establishes very strong partnerships with parents and works extremely closely with them from the start. She shares information very effectively to ensure that children's individual needs are very well met. Parents speak highly of the service provided and feel extremely well supported.
- Partnerships with schools and settings that children also attend are good. The childminder works with local schools successfully to fully complement the delivery of the early years foundation stage.
- The childminder meets regularly with other childminders and runs a toddler group in her local community. This provides children with opportunities to socialise in larger groups and make new friendships, to help to further their social development.
- The childminder evaluates and reflects on her own practice, considering the views of parents and children. However, her plans for improvement are not precise and detailed enough to raise the quality of practice 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:

- extend the use of self-evaluation to make precise and detailed plans for development to raise the quality of practice to an outstanding level.

### 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 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 reading written feedback provided.

### Inspector

Melanie Vincent

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of her responsibility to keep children safe from harm and how to protect them from risks. She is clear about the signs and symptoms of abuse. The childminder checks and maintains the environment to ensure that it is suitable and safe for children to play in. She is committed to continually improving her knowledge and skills. The childminder attends meetings with other local professionals and takes part in many training opportunities. Recent training in storytelling has helped the childminder extend children's early literacy skills. The childminder ensures that her practice reflects current guidance and legislation, such as changes to data protection regulations.

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

The childminder understands how children learn and is skilled at supporting their development. She provides children with activities based on their interests. Children enjoy playing with trains. They develop their coordination when they join pieces of track and compare the different sizes of track, estimating if they will fit. The childminder encourages children to develop their creativity and imaginations when they make pretend tunnels and stations to extend their play. She supports children's understanding of early mathematics well. For example, when children are baking cakes, she encourages them to weigh, measure and recognise numbers on the scales. Children explore the ingredients and discuss how they will combine and mix them together. The childminder helps children to learn to tell the time and recognise places of interest on a map.

### Personal development, behaviour and welfare are outstanding

The childminder provides very high levels of care and children are supervised very well. Children's independence is promoted exceedingly well. The childminder encourages and supports children to do things for themselves at every opportunity. Children delight in making their own pizzas for their lunch, choosing from a range of healthy toppings. The childminder offers children superb opportunities to be outdoors and in the fresh air. She provides them with very interesting activities to learn about the world around them, such as growing their own plants, recognising different types of birds in the garden and making bird feeders. Children relish the praise and encouragement that they receive from the childminder for their achievements. The childminder encourages children to take an active part in their community. Together, they take part in local initiatives, such as collecting items for local foodbanks and visiting the elderly. The childminder plans very exciting outings for the children, including taking them to the beach, museums, local woods and the library.

### Outcomes for children are good

Children make good progress in their development and thrive in the setting. They are confident and independent. Children demonstrate that they are able to solve problems and make choices about their play. They have good communication and language skills and they engage in conversations with visitors and the childminder. Children show a strong interest in books and thoroughly enjoy exploring story sacks. They develop good skills to prepare them for their future learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	310074
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10065099
<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>	4 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	7 January 2016

The childminder registered in 1992 and lives in North Gosforth, Newcastle upon Tyne. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for three-year-old children.

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