

Childminder report

Inspection date	10 April 2019
Previous inspection date	14 June 2016

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 and her assistants work well together to provide a welcoming and stimulating environment. Children choose from a good range of toys and resources to extend their learning. They have formed very secure attachments with the childminder and her assistants.
- The childminder and her assistants interact well with children in their play. They challenge and stimulate children and provide them with enjoyable learning experiences. All children make good progress in their development.
- The childminder completes regular and accurate observations and assessments of children's learning. She monitors children's development well. This helps her to plan effectively for what children need to learn next. The childminder shares this information with her assistants, parents and other settings that children also attend.
- The childminder takes children on a range of outings in the community. They go to local parks, playgroups, the beach and places of interest. These experiences help children to find out about their local community, develop good social skills and understand the world around them.
- The childminder supports children's communication and language effectively. Very young children babble happily while they play. The childminder and her assistant offer good support as they repeat and extend what children are saying.
- The childminder and her assistants complete all statutory training and strive to keep their knowledge up to date. She supports her assistants well to understand their responsibilities and monitors their practice. However, the childminder does not target professional development opportunities precisely enough to help raise the quality of teaching to an even higher level.
- The childminder provides daily opportunities for children to be outside in the fresh air. However, she has plans in place to develop her outdoor area to allow those children who prefer to learn outdoors more opportunities to freely play and explore.

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 how professional development opportunities can be used to raise the quality of the already good practice to an outstanding level
- enhance the opportunities for those children who prefer to learn outdoors to investigate and explore outside more freely.

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 and her assistant. She looked at relevant documentation and evidence of the suitability of persons living and working 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 and by speaking to a parent.

Inspector

Melanie Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants complete regular training to keep their knowledge up to date about child protection issues. They know what to do if they have concerns about a child's welfare. Children are cared for in a safe and secure environment. The childminder reflects on her practice and encourages parents and children to share their views about her setting, through verbal feedback and questionnaires. Parents comment very positively about the care that the childminder provides and the progress that their children make. Daily conversations with school staff help to provide continuity of care and complement children's learning at school.

Quality of teaching, learning and assessment is good

The childminder encourages children to explore materials indoors with a range of textures, such as water and ice. Children are highly engaged throughout the activity and spend a long time following their own interests. The childminder and her assistant encourage children to make predictions about how they can melt the ice. Young children explore the texture of pom poms and enjoy posting them into cardboard containers. The childminder asks children skilful questions and adds comments that prompt them to work out simple problems as they play. For example, older children guess which dinosaur is hidden in an egg. The childminder encourages children to test out their ideas and offers ample praise when they guess successfully. Children develop their physical skills and coordination as they place cereal onto dried spaghetti and use pipettes to squeeze water. The childminder encourages children to develop their awareness of colour, size and number when they play. Children eagerly mix colours and predict what colours they can make.

Personal development, behaviour and welfare are good

The childminder and her assistant have a very calm and nurturing approach, which helps children to settle very quickly into their care. They work closely with parents from the start to share information about children's care routines and individual needs. Children behave extremely well and use good manners. Older children show kindness and respect for younger children, such as when they involve them in their play. The childminder and her assistant encourage children to take turns, share and listen to each other. The childminder supports children to make choices, for example, what resources to play with. Children know where to find their favourite toys and to tidy them away. The childminder supports children effectively to understand the importance of following a healthy lifestyle and provides children with healthy food and snacks.

Outcomes for children are good

Children learn important skills that help to prepare them well for starting school. For example, from a young age, they gain a secure knowledge of numbers and mathematical language during their play. Older children demonstrate good levels of self-care skills, such as when they use the toilet and wash their hands afterwards. Younger children learn to feed themselves. Children are willing to have a go at a wide range of learning opportunities. They are keen to try new experiences and persevere when they find some things challenging. All children are confident and are keen to learn.

Setting details

Unique reference number	EY353941
Local authority	Northumberland
Inspection number	10065217
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 12
Total number of places	18
Number of children on roll	24
Date of previous inspection	14 June 2016

The childminder registered in 2007 and lives in Seaton Sluice near Whitley Bay. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She holds an appropriate early years qualification at level 3 and one of her assistants holds an early years qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

