

# Childminder report

<b>Inspection date</b>	29 April 2019
Previous inspection date	22 February 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 is committed to providing consistent, high-quality care and learning for children. She evaluates her practice and makes plans for development. The childminder collects the view of parents to help enhance her setting. She very much values children's ideas and contributions.
- The childminder has a good understanding of how children learn and develop. She observes children's learning and monitors their progress. The childminder uses this information to plan for what children need to learn next.
- All children behave exceptionally well. The childminder encourages children to resolve their own conflicts and to be very thoughtful and caring towards each other. Children adeptly share, take turns and cooperate exceptionally well. They delight in the praise they receive from the childminder for their achievements.
- Outdoor learning is particularly well planned for. Children have access to many different learning opportunities outside. They have many exciting opportunities to explore their local community and attend a variety of different groups. Children thoroughly enjoy an annual outing with their friends to local beach huts during the summer.
- The environment is highly stimulating and attractive, and is very well organised and significantly enhances children's learning. Children very confidently access an excellent range of resources, which promotes all aspects of their development very successfully.
- The childminder has attended all statutory training, such as first aid and safeguarding. However, she has not targeted professional development opportunities in order to develop her knowledge and practice to the highest level.
- The childminder has good relationships with professionals at schools that children also attend. Daily conversations with school staff help to provide continuity of care for children. However, she does not share detailed information about children's development in order to fully complement their learning.

## What the setting needs to do to improve further

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

- focus professional development opportunities more precisely, to help raise the quality of already good teaching to an outstanding level
- share more detailed information about children's development with other settings they also attend, to provide continuity in children's 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 held a number of discussions with the childminder. She looked at a sample of relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

**Inspector**  
Melanie Vincent

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of child protection up to date. She recognises the signs or symptoms that may indicate a child is at risk of harm. The childminder knows the procedures to follow to report any issues. Children are cared for in a safe and secure environment. The childminder works in close partnership with parents to meet all children's individual needs. She communicates with parents to ensure that children experience continuity in their care, routines and learning experiences. Parents are very positive about the care and activities the childminder provides for their children. They comment that they are thankful for having the childminder in their lives.

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

The childminder knows all the children very well and adapts her teaching to cater for each child's level of understanding and interests. She successfully promotes children's language and communication skills. The childminder sits with children as they play and speaks clearly to them. She comments on children's play, giving them time to think and try new words. Young children develop their physical skills as they scoop sand from one container to another. The childminder encourages children to develop their mathematical language when they play. During activities, children count and recognise different sizes and colours. The childminder notices children's interests and strives to provide further stimulating activities. For example, children use toy cars to make marks in foam. The childminder encourages younger children to engage with books, using puppets and songs to interest them. Children delight in choosing a song to sing from their 'song sack' and join in very cooperatively with actions and their favourite rhymes.

### Personal development, behaviour and welfare are outstanding

Promoting children's well-being is of the utmost importance to the childminder. She very sensitively supports children's emotional development. Young children form very strong attachments with the childminder. They confidently go to her if they need a cuddle or reassurance. Children show a very strong eagerness to take part in activities. Children's independence is promoted exceedingly well. The childminder encourages children to do things for themselves at every opportunity. She encourages children to very much value and respect each other. They talk about their families and experiences, and learn more about other people's lives. Mealtimes are a very pleasant social occasion where children chat with their friends. The childminder offers children homemade, healthy and nutritious meals.

### Outcomes for children are good

All children make good progress in their learning. Children show great levels of excitement and enthusiasm when they play. They form friendships and play imaginatively. Younger children know where to find their favourite toys and make many independent decisions about their play. Older children explore materials and describe how they might change. They use language, such as 'evaporate' and 'dissolve'. Children show a willingness to try things for themselves. They show good determination and perseverance as they complete puzzles, turning the pieces until they fit. These skills help to give children a secure foundation for their later learning.

## Setting details

<b>Unique reference number</b>	310107
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10065100
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	22 February 2016

The childminder registered in 1993 and lives in Whitley Bay, Tyne and Wear. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

