

# Childminder report

<b>Inspection date</b>	9 May 2019
Previous inspection date	11 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 has a good relationship with children. Parents comment that their children love attending and feel reassured that they are well cared for.
- The childminder has a good relationship with parents. She talks to them about what children are doing. She provides support and reassurance and works with parents to establish a consistent approach to supporting everyday issues, such as toilet training. Parents comment that her support is invaluable.
- Children make good progress in their learning. They are confident and motivated. They are articulate and communicate confidently with visitors to the setting.
- The childminder works effectively with other providers. She knows what children are doing in school and builds on this in her home. Good daily communication helps the childminder and teachers to support children's individual needs effectively.
- Children behave well. The childminder has clear behavioural expectations, which she consistently reinforces.
- The childminder knows children well and she makes regular observations of their learning. However, some assessments are not as sharply focused as possible to help the childminder to identify what children need to learn next.
- The childminder's evaluations and plans for professional development are not sufficiently focused on raising the quality of teaching 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:

- improve the use of assessments and identify even more precisely what children need to learn next and help them to make the best possible progress
- strengthen self-evaluation and plans for professional development, and focus more precisely on raising the quality of teaching to an even higher level.

### 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**  
Elizabeth Fish

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. Her home is well maintained and she takes effective action to minimise risks to children. She helps children to understand how to keep themselves safe. For example, children ask the childminder if she has the keys to lock the door when they come in from outside. The childminder has attended training to ensure her knowledge and skills are up to date. She monitors children's learning, overall, and identifies areas where further support is needed.

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

The childminder uses her knowledge and skills well to plan enjoyable activities. She follows children's interests well, and for most of the day children choose what they would like to play with. This contributes to children's engagement and motivation. Children concentrate well as they play with the play dough. They focus for long periods as they use a range of tools to make pretend food. They enjoy using cutters to make things. The childminder supports language and communication effectively. She plays alongside children and offers a commentary on what they are doing. She engages in conversation with them and encourages them to talk about recent events in their own lives. She encourages children to develop their mathematical skills. For example, children explore the patterns they have made in the sand and count the things they have made in the play dough.

### Personal development, behaviour and welfare are good

Children are incredibly happy in the childminder's care. They laugh in delight as they play in the sand with the childminder and cover all the patterns she makes. On the day of the inspection, children played contentedly and did not want to leave when their parents collected them. Parents comment that their children are so happy they continue to use the childminder, even when they move out of the locality. The childminder helps children to settle quickly. She finds out detailed information about children when they first start. This helps her to support children's individual care needs. The childminder helps children to understand how they can keep themselves healthy. Older children remember that they must wash their hands after using the toilet and before eating. Children spend time outdoors in the childminder's well-equipped garden. They enjoy having the space to run, climb and slide.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress. They develop a good range of skills to support them in their future learning. Babies develop their physical skills as they crawl and pull themselves up on the furniture. Older children begin to use tools with control as they work in the play dough. They begin to use numbers in their play and count a small set of objects accurately. They begin to choose and use resources independently. Children concentrate well until an activity is completed.

## Setting details

<b>Unique reference number</b>	402995
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10065205
<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>	14
<b>Date of previous inspection</b>	11 April 2016

The childminder registered in 1993 and lives in Blyth. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides early education funded places for three- and four-year-old children.

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