

Childminder report

Inspection date	6 August 2019
Previous inspection date	2 March 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 offers a welcoming and homely environment. She is professional and well organised. She has robust policies and procedures in place to ensure she promotes children's welfare effectively at all times.
- The childminder knows the children in her care well and understands how to promote their good progress. She provides good learning opportunities for children, offers them challenge and keeps them successfully engaged and motivated to learn. Children confidently follow their own ideas as they play.
- Children settle in the childminder's home very well. The childminder implements a personalised settling-in programme with children and their families. She gives good regard to children's physical and emotional well-being. Children develop a strong sense of belonging and are extremely happy and content in the childminder's care.
- The childminder monitors children's progress closely. She notes any weaker areas in their learning and introduces activities and resources to support and strengthen these. She encourages parents to share regular information about children's achievements at home.
- Children are enthusiastic learners, explore the environment with confidence and make independent choices in their play. They seek interactions with the childminder as they play and enjoy her involvement in their imaginative play.
- The childminder has not fully established an ongoing and targeted programme of professional development to further enhance the quality of teaching and learning.

What the setting needs to do to improve further

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

- enhance professional development plans that help raise the overall quality of practice to the highest 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 feedback provided.

Inspector

Amy Keith

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has completed safeguarding training and uses her knowledge to help support children's welfare. She knows the local procedures to follow if she is concerned about a child's welfare. The childminder keeps her child protection and first-aid knowledge up to date. Partnerships with parents are good. The childminder regularly updates them about children's progress. Parents provide positive comments about the level of care and learning that their children receive. The childminder has strong links with the local school to help ensure continuity in children's care when they move. The childminder reflects on her practice well to successfully identify areas for further development.

Quality of teaching, learning and assessment is good

The qualified and experienced childminder plans a range of activities based on the individual interests of children. She maintains children's interest and adds further resources which engage children well. The childminder competently supports children's communication and language skills. She talks clearly, listens carefully to children and uses questions to engage them in conversations. For instance, toddlers are delighted to select from a range of toy vehicles and engage in imaginative play with the childminder. The childminder names toys and encourages children to repeat new vocabulary. They listen carefully to the childminder's questions and learn to express their thoughts and ideas in their play.

Personal development, behaviour and welfare are good

The childminder has a warm and caring relationship with children. She is playful and children enjoy spending time with her. They are settled, happy and seek her out for reassurance when needed. The childminder provides many opportunities for children to access fresh air and engage in physical play. Children spend a good amount of time in the childminder's garden and regularly visit local parks and play areas. Children are safe and behave well. The childminder is a good role model and supports children to learn how to behave with others. For example, she reminds children to say 'please' and 'thank you' and teaches them to use manners. Children learn how to keep themselves and others safe while they play. For instance, the childminder reminds them not to throw toys in case they hurt others.

Outcomes for children are good

All children make good progress from their starting points. They are happy, confident and eager to explore. They listen well to the childminder and enjoy making choices in their play. They demonstrate good understanding and imagination as they play with a range of toys and resources. Children are developing key skills in readiness for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	311577
Local authority	Gateshead
Inspection number	10117006
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 March 2016

The childminder registered in 1997 and lives in Wardley, Gateshead. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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