

# Childminder report



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 28 August 2019 |
| Previous inspection date | 9 June 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                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Children are very happy within the homely setting. They develop a strong bond with the childminder and forge positive relationships with other children as they learn to share, take turns and consider each other's needs.
- The childminder builds good relationships with parents and works in partnership with them. She encourages parents to be fully involved in their children's learning. Parents comment that they have the utmost trust in her and that children thrive in an environment where they are loved and well supported.
- The childminder knows the children well. She understands what they like to play with and she uses these interests effectively to plan activities to support their learning. Children make good progress from their starting points.
- The childminder encourages children to learn about the world in which they live. Children enjoy many trips out. They experience a wide range of learning opportunities in the local community. For example, they go to playgroups, visit the local library and go to parks.
- The childminder's professional development plans are not focused enough on raising the quality of teaching to secure even higher outcomes for children.
- The childminder has not found successful ways to engage parents consistently in her self-evaluation to help identify further areas for improvement.

## What the setting needs to do to improve further

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

- strengthen the plans for professional development to drive the quality of teaching further and secure the highest levels of achievement for all children
- enhance the self-evaluation process and involve parents more fully in identifying where aspects of the provision can be improved.

### 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

Eileen Grimes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection issues. She is confident with the procedure to follow should she need to report a concern about a child's welfare. The childminder maintains a safe environment. She carries out risk assessments regularly in her home and garden to eliminate any potential hazards. Children play and learn in a safe and secure environment. The childminder closely monitors children's individual progress. This helps her to promptly highlight any gaps in their development. She provides them with good support to help close any gaps in their learning and make good progress.

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

The childminder interacts well with children as they play. For example, they ask for the childminder's help to dress and undress dolls, and give her clear instructions about what she has to do. Children enjoy books with the childminder, who reads with enthusiasm and encourages children to interact with the story. The childminder asks simple questions that children can understand and respond to. She incorporates mathematics and language into their everyday play. For example, she asks how many shapes they have made with the dough. The childminder helps to develop children's hand muscles, for example, by encouraging them to manipulate different plastic cutters and tools as they model with dough. There are always mark-making resources available, such as paper and crayons, so children can draw pictures.

### Personal development, behaviour and welfare are good

Children are well behaved. They develop a good understanding of sharing and taking turns. The childminder encourages the use of good manners. She gives children plenty of praise for their achievements, helping to raise their self-esteem. Children learn about leading a healthy lifestyle. They follow good hygiene procedures, such as washing their hands before eating and after messy play. When using scissors, the childminder explains about the sharp blades, so that children learn to keep themselves safe. The childminder follows well-established policies and procedures.

### Outcomes for children are good

Children acquire skills that help them to progress in their learning and become ready for school. They practise counting and recognise numbers, colours and shapes. Children are independent. They tidy away their resources. Children use their imagination to make intricate models and letter shapes from dough. They strengthen their hands in preparation for early writing when using tools such as scissors, crayons and pencils. They write the letters in their name and learn to spell simple words.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 311703  |
| <b>Local authority</b>             | Gateshead   |
| <b>Inspection number</b>           | 10063053  |
| <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>  | 6   |
| <b>Date of previous inspection</b> | 9 June 2016   |

The childminder registered in 1986 and lives in Ryton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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