

Childminder report

Inspection date: 6 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is committed to her role and she places the children at the heart of everything she does. Parents comment that she genuinely cares for the children and they feel valued and welcome. Children have a very close relationship with the childminder. They laugh in delight as she plays enjoyable games with them. The childminder recognises that she needs to find more effective ways of encouraging parents to share information with other professionals, such as those from health services.

The childminder has high expectations of what children know and can do, and she plans activities to help them to achieve well and to develop their learning over time. She evaluates what children achieve but she does not always use this information to identify areas where she can strengthen her own knowledge and understanding.

The childminder helps children to manage their own behaviour. Younger children gradually develop an awareness of other children's feelings. They begin to understand that they must share the toys and equipment. Older children develop an understanding of younger children's feelings and remain calm as younger children attempt to take what they are playing with.

What does the early years setting do well and what does it need to do better?

- Children enjoy a range of interesting activities across the seven areas of learning. The childminder uses her skills and knowledge well to identify what children need to learn next. She plans a range of activities to strengthen children's learning further. She is highly skilled in incorporating children's interests into activities. For example, the childminder plans trips to local museums to build on children's interests in transport and to develop their language skills. Children develop the skills that they need for their future learning.
- The childminder works effectively with parents. She uses a range of highly effective methods to help parents know where their children are in their learning. The childminder ensures that they have a good understanding of how they can support their children's learning at home. Strategies such as sending books or activities home have had a positive impact on children's confidence.
- Children are confident and motivated to learn. Older children concentrate well as they play with play dough. They learn how to use tools safely and with control. They count with enthusiasm as they talk about how many shapes they have made. Younger children enjoy watching older children and are eager to learn how to use the tools themselves.
- The childminder supports children's communication and language effectively.

She listens carefully and repeats and extends what children are saying. She seizes opportunities to extend younger children's vocabulary as they play. For example, she clearly labels everyday words for younger children and demonstrates how two words can be joined together. This helps children to extend the breadth of their vocabulary.

- The childminder helps children to understand how they can support their good health. Children are beginning to make healthy choices about what they would like to eat. For example, they choose fruit and water for their snack. Children learn about healthy practices, such as washing hands before eating. They enjoy playing in the garden, where they have the space to be physically active or rest and relax.
- The childminder works well with local schools to ensure a consistent approach to supporting children's learning. However, she has not yet found effective ways of sharing information with professionals from health services. For example, she does not consistently encourage parents to share information about children's learning with health visitors.
- The childminder evaluates the activities she provides for children and the impact on their learning. However, she does not always identify areas where she can strengthen her own knowledge further. For example, she has not yet developed her own understanding of how she can help children to develop their early writing skills to strengthen her teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate abuse to children. She knows who to contact should she have any concerns about a child's welfare. She has a good understanding of wider safeguarding issues, including the 'Prevent' duty guidance. The childminder talks confidently about her policies and procedures and how these help to keep children safe. Her home is clean and well maintained and she takes effective action to ensure any hazards to children are minimised.

What does the setting need to do to improve?

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

- strengthen relationships with other professionals from health services and encourage parents to share information about children's learning with health visitors
- use evaluations to identify aspects where practice could be improved and strengthen knowledge and skills in these areas to enhance teaching even further.

Setting details

Unique reference number	309923
Local authority	North Tyneside
Inspection number	10116999
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 August 2015

Information about this early years setting

The childminder registered in 1993 and lives in the Benton area of Newcastle upon Tyne. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Elizabeth Fish

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.

We carried out this inspection 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.

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