

# Childminder report

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Inspection date: 12 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enthusiastic and caring childminder warmly welcomes children into her home and they show a strong sense of belonging and security. Parents commend the childminder for her creativity and say they know their children are in 'safe hands'. Children have lots of fun in the childminder's care. They eagerly join in a wide range of activities, such as dough and water play, and benefit from regular outings to local places of interest. However, the fast pace between, and during, some activities means that sometimes children's play and learning is interrupted. The childminder knows the children in her care well. She is sensitive to their needs and understands what can affect their behaviour. She gives them clear, yet gentle, guidance to be kind and considerate. Children respond well and learn right from wrong. They consider the needs of others and develop early friendships. The childminder aspires to help every child to reach their full potential. She plans activities that support children well to build on what they already know and can do. This helps them to develop new skills across all areas of their learning.

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

- Children develop useful skills that help to give them a good foundation for later learning. The childminder includes numbers and simple problems for children to solve in daily routines and activities. For example, children count the steps as they go down to the garden, and talk about size and shape when they make 'spider's legs' from play dough. This contributes to children's good mathematical skills.
- The childminder talks to children as they play and introduces new words to them. However, sometimes, her language is too complex for children to understand and she does not always check that they are listening.
- Children learn about healthy eating. For example, they talk about which foods help you to grow big and strong as they collect blueberries from the garden for snack. They play outdoor games, such as football, which helps to ensure they get plenty of exercise and fresh air. This contributes to children's good health and well-being.
- The childminder reviews the activities she provides to help her to identify how effective her teaching is. She discusses good practice with other childminders, which helps to give her new ideas. For example, she has recently introduced new ways to encourage boys to write. She takes effective steps, such as attending training courses, to help to ensure that her knowledge and skills are kept up to date.
- Plans for children's learning are broad and varied. They help to ensure that children are supported to build on their experiences and learn about the world around them. Children develop an understanding of different ways of life in their own community and beyond.

- Children become engrossed in their learning and concentrate well. However, sometimes, the childminder does not give them enough time at activities they are interested in, before changing the activity or moving on to a new one. Children are not always able to continue with their play and develop their ideas.
- The childminder offers children plenty of praise and reassurance, which helps to raise their self-esteem. Children show that they feel good about themselves. They are keen to share their achievements and show great pride in what they do.
- Good communication between the childminder and parents helps to provide consistent support for children's learning. The childminder shares information from assessments with them. She offers home-learning packs for parents to borrow to encourage children to learn even more at home.
- The childminder encourages children to complete tasks for themselves and to try again if they do not succeed. This helps children to become independent and resilient, and they are confident learners. They also begin to manage their own self-care needs and learn about responsibility, for example by helping to tidy away activities. This helps to prepare them for when they move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She takes steps to ensure that her knowledge of local child protection procedures is up to date. For example, she accesses a range of training courses and reads relevant publications. The childminder has a secure knowledge of the signs and symptoms that may indicate that a child is at risk of harm. She is familiar with the reporting procedures to follow if she has a concern about a child's welfare. The childminder has a good understanding of wider safeguarding issues, such radical views and extreme behaviours.

## What does the setting need to do to improve?

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

- give children plenty of time to develop their ideas and pursue their interests during play
- enhance communication with children, for example by modelling words and sentences more clearly to help them to build on their speaking skills even more effectively.

## Setting details

<b>Unique reference number</b>	403051
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10117033
<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 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 July 2015

## Information about this early years setting

The childminder registered in 1996 and lives in Stocksfield, Northumberland. 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.

## Information about this inspection

### Inspector

Clare Wilkins

### Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She talked about how she organises her space and about the activities she provides to support children's learning and development.
- The inspector observed the childminder's teaching during activities, indoors and outdoors, and assessed the impact it has on children's learning.
- The childminder took part in an evaluation of her teaching during an activity alongside the inspector.
- The inspector talked to the childminder and children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.
- The inspector looked at relevant documents, including evidence of the suitability checks carried out on adults in the household.

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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