

Childminder report

Inspection date: 13 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder develops exceptional relationships with other early years providers that children attend. They share comprehensive details about planning of activities and special events to enable the childminder to consistently complement children's learning. In addition, these extremely effective links contribute very well to children feeling emotionally prepared for their future moves on to nursery and school. Children display high levels of enthusiasm and delight as they make various creations with play dough. They eagerly copy actions and repeat vocabulary used by the childminder. For example, children capably roll the dough into different sizes and easily recognise the words 'elephant' and 'dinosaur' when using animal cutters.

Children of all ages build a very secure understanding of behavioural boundaries. For instance, they demonstrate self-assurance as they comfortably talk to their peers about appropriate rules. Furthermore, children give gentle reminders to each other to behave well when using resources and equipment. The childminder provides children with continual praise and encouragement to enable them to feel greatly valued and appreciated. She skilfully offers guidance and reassurance if children become unsettled and uses distraction techniques successfully to help them to settle very quickly. The childminder establishes extremely nurturing bonds with children. She places a tremendous importance on making sure they are consistently happy and content in her care. This helps to impact positively on children's high levels of emotional well-being.

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

- The childminder has a very good knowledge of how to support children's learning to help them to progress well in their overall development. For example, she continually models language, uses descriptive words and provides a running commentary to increase children's speech development.
- Children sustain high levels of focus and attention despite their young age. They keenly investigate play materials, including foam and ice cubes, using all of their senses. The childminder competently supports children to extend their physical skills. They capably use numerous tools and equipment; for example, they use small-world vehicles to make marks and patterns with the wheels.
- The childminder plans a wide range of enjoyable activities to incorporate what children need to learn next. Children are provided with an extensive selection of resources to suit their individual interests. The childminder expertly explores online safety with older children while using technology and the internet. This enables them to securely understand how to keep themselves safe.
- Children develop excellent self-care skills and comfortably manage their personal care needs from a young age. For instance, they willingly use their own cloth containing familiar characters to wipe their hands and face after eating. In

addition, children learn about the importance of dental hygiene as they brush their teeth after lunchtime.

- The childminder fosters an inclusive environment and supports children to acquire a very strong awareness of the wider world. She successfully explores culture and diversity with children in an age-appropriate manner, including using story books and puppets. This enables her to talk openly to them about differences and similarities in people, traditions and beliefs.
- Parents speak very highly of the childminder and the service she provides for their children. They make comments such as, 'communication is always prompt, detailed and very specific' and 'she is always there to give professional advice'. The childminder keeps parents well informed about their children's daily activities and achievements. She actively encourages them to share their feedback about her provision, for example through the use of questionnaires.
- Partnerships with other professionals, including speech and language therapists, are very good. The childminder works extremely closely with them to fully meet children's individual learning needs. She completes thorough assessments to monitor children's ongoing progress and to narrow any identified gaps in their development quickly.
- The childminder fully understands the benefits of reflecting on her daily practice and identifies ways to enhance future provision. She regularly evaluates children's activities to recognise what worked well and what changes could be made. The childminder keeps up to date with mandatory training. However, her programme for professional development is not precisely focused to consistently strengthen the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently discusses possible signs and symptoms of abuse. She is fully aware of how to respond to any child protection concerns and is well informed about wider safeguarding issues. The childminder successfully follows a good range of policies and procedures. She shares these documents with parents so they clearly understand how she implements them in her childminding setting. The childminder carries out risk assessments on her premises to minimise any potential risks to children as they play and learn. Furthermore, she has devised emergency contact cards to be used on outings in the local area to maintain children's safety.

What does the setting need to do to improve?

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

- implement a specific programme for continuous professional development to raise teaching skills to the highest level.

Setting details

Unique reference number	310001
Local authority	North Tyneside
Inspection number	10117002
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 1994 and lives in North Shields, Tyne and Wear. She operates all year round, from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Rachel Enright

Inspection activities

- The childminder carried out a learning walk with the inspector to explain how the early years curriculum is organised.
- The inspector observed the quality of teaching during play opportunities and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector looked at and discussed a range of documentation, including policies, procedures and training certificates.
- The childminder spoke with the inspector at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written questionnaires obtained by the childminder.

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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