

# Childminder report

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Inspection date: 25 February 2020

<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

Children display a positive attitude to their learning. The childminder plans a good variety of interesting experiences to support what they need to learn next. She evaluates activities to identify how to enhance future outcomes for children. The childminder supports children to continually extend their mathematical skills. For example, they learn about shape and space as they eagerly fit together the pieces of a hopscotch game. The childminder actively encourages children to recognise numbers and practise their counting while they use the dice. Children thoroughly enjoy being physically active and energetic as they jump and hop from number to number during the game. They follow simple instructions, patiently wait their turn and demonstrate cooperation with their peers.

The childminder provides children with gentle reminders to reinforce rules and boundaries to suit their age and stage of development. For instance, she uses a rain cloud resource to help them to learn how to manage their own feelings and emotions. Children's behaviour is good. They delight as they receive frequent praise to acknowledge their successes and achievements. The childminder observes children to highlight their developmental milestones and accurately monitors their progress over time. She establishes secure links with teachers from local nursery and primary schools. These positive relationships enable the childminder to complement children's learning experiences and support their future moves.

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

- The childminder is clearly committed to her daily role and responsibilities to provide children with the best start in life. She capably recognises her current strengths and priorities for improvement through her self-evaluation systems.
- Settling-in procedures are effective and support children to quickly gain confidence in the childminder's care. This makes a strong contribution to their emotional well-being from the very beginning. Children develop warm and affectionate bonds with the childminder.
- Children display excitement as they explore a selection of operational toys and resources. The childminder helps them to extend their technology skills and recognise how things work. For example, children play with wind-up torches to generate light and use binoculars to search for items in the garden.
- The childminder communicates with parents on a daily basis to keep them informed about their children's activities and care routines. However, she is not fully successful in engaging parents to consistently share ongoing details about their children's skills and abilities at home. This means there are missed opportunities to create a combined approach to children's learning.
- Children are comfortable to make their own choices and decisions. They happily lead their play and learning with minimal guidance from the childminder.

Children keenly complete small tasks during their daily routines, such as using the vacuum cleaner to clear up the floor area after eating.

- The childminder listens carefully to children and asks meaningful questions. This encourages them to enhance their speech development and build on their thinking skills. Children concentrate well while they use various tools, including tongs and chopsticks to pick up pieces of dried pasta.
- Children are involved in numerous community activities to enable them to interact and socialise with others. The childminder uses these experiences to build children's independence and support them to form firm friendships.
- The childminder supports children to gain good self-care skills and to manage their personal care needs. For instance, they easily dress themselves with their coat, hat and gloves before playing outside and they wipe their nose with a tissue.
- Children follow effective hygiene practices and understand they need to get rid of germs when washing their hands. The childminder supports children to learn about the importance of eating nutritious food and taking part in exercise. This helps to promote their awareness of a healthy lifestyle.
- The childminder ensures that all mandatory training is kept up to date, including safeguarding and paediatric first aid. She attends network meetings with other professionals to gather new ideas and suggestions for future practice. However, the childminder has not explored ways to further her professional development to focus specifically on strengthening teaching and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the potential signs and symptoms of abuse. She fully understands how to report any concerns to external agencies. The childminder makes sure children's safety is paramount while in her setting and during outings to continually maintain their welfare. She involves children in frequent fire evacuations to practise what to do in the event of an emergency. Children develop a good understanding of how to keep themselves and others safe. For example, they confidently inform the inspector that they would follow the handprints shown on the doors and telephone for help if there was a fire.

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

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

- enhance ways to support parents to contribute ongoing information about their children's learning and development at home effectively
- engage in wider professional development opportunities to consistently raise skills and knowledge to an even higher level.

## Setting details

<b>Unique reference number</b>	309961
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10117001
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 September 2015

## Information about this early years setting

The childminder registered in 1994 and lives in Forest Hall, Tyne and Wear. She operates all year round, Monday to Thursday from 6.30am to 6pm, 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 discuss how she organises her early years provision and plans experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector looked at a sample 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 references.

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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