

# Childminder Report

**Inspection date**

21 May 2015

Previous inspection date

25 February 2010

<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
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has a good knowledge and understanding of the learning and development requirements. Therefore, the children are provided with a range of interesting and challenging activities that are planned around their individual needs.
- The childminder has established effective, settling-in sessions to ensure children's individual needs are well supported from the start. This helps children to become accustomed to their new surroundings, and supports them to form secure attachments with the childminder.
- Children benefit from the good partnerships that exist between the childminder and their parents. Regular communication ensures information is shared to enhance their care and learning.
- The childminder has a good understanding of the safeguarding and welfare requirements. A range of policies and procedures effectively underpin her practice, and promote children's safety and well-being.
- The childminder is committed to developing and extending her knowledge and understanding of how children learn, by attending training courses. She has attended various workshops since her last inspection. These have supported her to keep up to date and extend her knowledge, which has a positive impact for the children in her care.

### It is not yet outstanding because:

- There are not enough opportunities for babies to explore a variety of everyday objects to experiment with using their different senses.
- Children's learning is not always extended through the use of more open-ended questions during their play.

## What the setting needs to do to improve further

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

- extend the use of everyday objects and natural resources, to provide babies with greater opportunities to explore and experiment using all their senses
- extend the use of open-ended questions during children's routine play, to further enhance their learning and extend their thinking.

## Inspection activities

- The inspector observed activities in the childminder's home, and spoke with the childminder, her co-childminder and children at suitable points throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder, co-childminder and the household, and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took into account the views of parents, spoken to during the inspection and from information included in the childminder's documentation.

## Inspector

Linda Newcombe

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children confidently make full use of the toys and space the childminder has available, and are eager to join in activities and initiate their own play. Babies enjoy exploring different sized containers. They delight in putting toys in them and tipping them out. The childminder actively joins in their play, making it fun and interactive. This means they stay focused for longer and their learning is extended. However, opportunities for babies to develop their sensory abilities, by exploring a range of natural textures, are not as rich. The childminder makes learning interesting. For example, older children skilfully use knives to cut different fruit into small chunks, and the childminder supports them to make this into fruit salad. This helps children gain a sense of responsibility and prepares them for their next stage in learning, or for their move on to school. Older children chat freely and the childminder asks them questions to encourage them to think and respond. Although, occasionally the childminder's use of closed questions, result in an one-word answer, so children do not always have the opportunity to demonstrate what they know.

### **The contribution of the early years provision to the well-being of children is good**

The childminder provides a welcoming, safe and clean environment for children and their families. Children really enjoy their time with the childminder and are confident and happy in her care. The childminder exhibits a calm and reassuring manner. She promotes children's good behaviour by teaching them about rules and boundaries, and by giving them consistent praise. As a result, children behave well, because they feel secure and understand what is expected of them. The childminder promotes their understanding of being safe and healthy through daily routines. Nutritious snacks are provided and children access fresh air daily, and develop their physical skills by using the garden or by going on organised trips or walks. The childminder teaches children about the need to keep themselves and others safe. Younger children learn about keeping safe when crossing roads, while older children learn how to react in an emergency. For example, they know to dial 999 if they need an emergency service.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder and her co-childminder have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They ensure that they attend regular safeguarding training. This means they keep up to date with any changes in child protection procedures. The childminder is fully aware of the procedure to follow, should she have a concern about the welfare of a child. She is also aware of the procedure she needs follow should there be an allegation made against herself, her co-childminder, or a member of their household. The childminder has systems in place for reflecting on her practice. She actively seeks the contributions of both parents and children to identify priorities for continued improvement. Parents' views and comments are evaluated and reviewed by the childminder, to further enhance her practice.

## Setting details

<b>Unique reference number</b>	257352
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	867077
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 February 2010
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Raunds, Northamptonshire. She operates Monday to Friday from 7.30am until 6pm all year round, except for family holidays and bank holidays. The childminder regularly works with another registered childminder on the same premises. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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