

Childminder Report

Inspection date

18 June 2015

Previous inspection date

16 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good awareness of how young children learn and this contributes towards the good progress children make in relation to their starting points. Consequently, children learn the skills they need for the next stage in their learning or their move on to school.
- The childminder promotes children's language and communication skills well. She engages in discussion with them and they chat with her as they effectively develop their language structures and build their vocabulary.
- The childminder has established warm and trusting relationships with the children and their families. This helps children to feel emotionally secure and supports their sense of belonging.
- Children receive lots of praise and encouragement from the childminder. They show confidence in their own abilities, and this promotes their independence and encourages positive behaviour.
- The childminder effectively promotes children's positive awareness of the similarities and differences in society. Through discussion and play, she helps children to develop a better understanding of the world in which they live.
- The childminder has established effective partnerships with local schools and other early years providers. This helps to provide children with consistency and continuity in their care, learning and development.

It is not yet outstanding because:

- The childminder does not always enhance children's interest in mark making, to encourage their early writing skills.
- Children's next steps in learning are not always shared with parents to support them in extending their children's learning at home.

What the setting needs to do to improve further

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

- strengthen the good partnerships with parents, by providing them with ideas of how they can help support their children's learning at home, for example, by sharing their next steps in learning or suggesting simple activities they can do at home
- build on children's interest in mark making, for example, by talking to the children about the different marks and patterns they make, to promote their early writing skills.

Inspection activities

- The inspector observed activities in the childminder's home, and spoke with the 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, and the suitability of the household, and spoke with the childminder about her self-evaluation and improvement plans.
- The inspector took account of the views of parents taken from the childminder's own documentation, and from testimonials provided by the parents for the inspection.

Inspector

Linda Newcombe

Inspection findings

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

The childminder provides a broad range of activities that promote children's progress and learning. She uses observations of the children and her secure knowledge of each child to help her to identify their next steps in learning. The childminder shares information about children's achievements with parents through discussion and the children's records. However, the childminder does not consistently promote the extension of children's learning at home. The childminder skilfully asks questions and encourages children to think about what they are doing. She promotes children's awareness of numbers and colours. For example, she encourages children to count how many crayons they have, by counting along with them. Younger children enjoy mark making using crayons and paint. The childminder chats with them about the different colours and how they change if they are mixed together. However, the childminder does not always think to talk to them about the different marks and patterns they are making, to extend their literacy skills.

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

Children are settled and content in the childminder's care. This is because she displays a calm manner and interacts well with them. She knows their individual needs very well. She works closely with parents, to ensure that children's routines and care needs are well met. The childminder acts as a good role model and promotes healthy lifestyles. She works closely with parents to ensure that children have healthy options in their lunchboxes. Children benefit from regular physical exercise and fresh air. They walk to school daily with the childminder and regularly visit the park, where they can be more physically active. Children learn about safety through the childminder's calm reminders and consistent expectations. For example, they are reminded not to climb on the chairs at mealtimes because they could fall and hurt themselves. Consequently, children gain a good understanding of how to keep themselves safe.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She regularly accesses safeguarding training to refresh her knowledge and to ensure she keeps up to date with any changes in procedure. She is aware of the possible signs and symptoms of abuse, and the procedures to follow to protect the children in her care should she have any concerns. She takes effective steps to make sure her home is safe and secure by completing regular risk assessments. In addition, a range of policies and procedures effectively underpin her practice and further promote children's safety and well-being. The childminder reflects on and evaluates her practice well, giving her a secure understanding of her strengths and areas for development. She uses a range of contacts to support her professional development. For example, she values the opportunity to meet and network with other childminders, and to share good practice.

Setting details

Unique reference number	EY261438
Local authority	Northamptonshire
Inspection number	860536
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	16 December 2009
Telephone number	

The childminder was registered in 2003 and lives in a residential area of Northampton. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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