

# Childminder Report

**Inspection date**

8 October 2015

Previous inspection date

15 October 2008

| <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        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Teaching is good because the childminder has great deal of experience and a secure awareness of how children learn. She plans and provides fun activities that relate to children's interests. Consequently, children are fully engaged in their learning and are making good progress.
- Secure, caring attachments are evident between children and the childminder who knows children's individual needs very well. She spends good quality time supporting children in their activities and praises them frequently during the day. Children are confident, happy and relaxed, and their personal development is promoted very well.
- Children benefit from the effective partnerships that exist between the childminder, parents and other providers. Information is regularly shared with them to ensure children's individual needs are understood, benefitting children's ongoing care, learning and development.
- The childminder evaluates the service she provides. She accurately identifies what she needs to do next, in order to continually improve outcomes for children and their families.

### It is not yet outstanding because:

- Information about children's ongoing progress is not consistently shared with parents, to fully promote continuity of learning between home and the childminder's setting.
- The childminder does not yet make the best use of opportunities to update her training.

## What the setting needs to do to improve further

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

- enhance the sharing of information with parents about their children's learning
- make the most of professional development opportunities to further enhance practice, in order to support children's rapid progress and enjoyment.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder, as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder. She discussed children's learning and development, sampled children's records, and looked at the planning documentation.
- The inspector took account of the views of parents by reading a number of their comments on questionnaires obtained by the childminder.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of which procedures to follow should she have any concerns about a child in her care. Risk assessments ensure that her home is safe, and children can explore and investigate confidently. The childminder has a good understanding of her legal requirements. She keeps herself up to date with current practice through mandatory and some additional training. She links with other local providers, in order to discuss and share good practice. She is eager to develop her professional knowledge further by broadening the scope of her additional training, thereby, increasing her capacity to improve her provision even further.

### Quality of teaching, learning and assessment is good

The childminder's enthusiasm and willingness to join in makes learning fun and interesting. She acts as a very good role model and uses probing questions to support and encourage children to engage in conversations. Children become deeply immersed in their exploration of a variety of natural items collected with the childminder. They relish in finding a collection of seeds inside large shells. The childminder helps children recall the word conker and then compare the different sizes of conkers that they find. Children collect the very tiny baby conkers and describe the insides of the shells as being like a 'baby's bed'. Children show extraordinary levels of concentration as they cut up leaves to create a hedgehog. They persevere with cutting the difficult stalks, and are supported through the praise and encouragement offered to them by the childminder. The childminder observes children's learning and identifies what they need to do next, in order to continue to make progress. However, the childminder does not consistently share a clear overview of children's progress with parents on a regular basis. Consequently, continuity of learning for children between their home and the childminder's setting is not fully maximised.

### Personal development, behaviour and welfare are good

The childminder places a strong emphasis on healthy activity and healthy lifestyles. Children develop their physical skills on a range of equipment in the childminder's garden. They enjoy being active in the fresh air while on outings and walks around the village. Children really enjoy the childminder's regularly planned cooking activities. Additionally, children learn about planting and growing as they help the childminder pick produce from her allotment which is adjacent to her home. The childminder provides opportunities for children to socialise with friends by meeting regularly with other local childminders. These widen children's experiences and help to prepare them emotionally and socially for their move on to school.

### Outcomes for children are good

The childminder supports children very effectively to develop the key skills they will need for their move on to school. Children are confident, motivated and determined, and they are making good progress across all areas of their learning and development.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | 221358           |
| <b>Local authority</b>             | Northamptonshire |
| <b>Inspection number</b>           | 864255           |
| <b>Type of provision</b>           | Childminder      |
| <b>Day care type</b>               | Childminder      |
| <b>Age range of children</b>       | 0 - 11           |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 21               |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 15 October 2008  |
| <b>Telephone number</b>            |                  |

The childminder was registered in 1994 and lives in Harpole, Northamptonshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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