

Childminder Report

Inspection date

30 July 2015

Previous inspection date

16 November 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 quality of teaching is good. Effective teaching strategies ensure that all children make ongoing progress based on their starting points, and are ready to start school.
- The childminder uses information, such as children's age, ability and emerging interests to plan a good range of learning experiences.
- The childminder develops warm and trusting relationships with children. They feel welcomed when they arrive, so that they feel valued and ready to learn.
- Children acquire good independence skills and learn how to take appropriate risks during adult-led activities. For example, children thoroughly enjoy helping to cut up pieces of fresh fruit for snack.
- Children develop very good social skills. The childminder regularly encourages children to take part in group games. They take turns, keep score and congratulate each others performance.
- Partnerships with parents are strong. The childminder regularly updates parents about their child's progress and encourages them to be involved from the very start.
- Children are effectively safeguarded as the childminder is fully aware of her responsibilities to meet children's needs in the event of a child protection concern.

It is not yet outstanding because:

- Opportunities to build upon children's understanding of letters and sounds are not always used to best effect.
- Partnerships between the childminder and other settings that children attend are not fully established.
- Self-evaluation procedures do not yet provide parents with opportunities to give more detailed feedback on the quality of the provision.

What the setting needs to do to improve further

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

- make better use of opportunities to teach children about letters and sounds
- strengthen the links with other settings that children attend, sharing relevant information about their development and working together to help them make the very best progress
- extend the systems for evaluating practice, giving parents opportunities to provide more detailed feedback so that the quality of the provision continues to improve.

Inspection activities

- The inspector observed activities in the kitchen-diner, conservatory and garden.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector reviewed children's records, planning information and a range of other documentation, including policies and procedures and methods of self-evaluation.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.

Inspector

Andrea Price

Inspection findings

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

The childminder recognises that children learn through play and that they have individual learning styles. She regularly observes children and accurately assesses the learning made during play. Younger children enjoy being with others of a similar age and relish their company. Consequently, children enjoy learning from each other. Children enjoy being creative and concentrate for long periods. They confidently access a range of tools and use them independently, making castles out of everyday objects and resources. The youngest children position their pieces together, after seeking help from the childminder. All children develop good language skills. The childminder repeats words correctly and extends their vocabulary, adding words, such as 'dungeon' and 'drawbridge'. She acknowledges and praises the efforts made by children, which encourages them to want to learn more. Older children are able to recognise some letters of their names. However, the childminder does not always make best use of all opportunities to further develop children's recognition of the initial sounds of words as they arise.

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

Successful settling-in processes ensure that children's individual care needs are well known prior to them starting. Their self-confidence is raised, as they are encouraged to display their pieces of work and take pride in their achievements. Colourful posters show a range of pictures, numbers and words, celebrating the differences in society. Children's behaviour is managed well. Older children remind the youngest children how to behave and model appropriate behaviour. The youngest children are encouraged to tidy away after activities. They demonstrate a good understanding that this is to prevent others from tripping over. Children thoroughly enjoy being physically active. They kick balls, play on swings and slides and are able to run around in the secure garden. To support learning, the childminder plans visits to the local community accessing a range of local amenities.

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

The qualified childminder fully understands her responsibilities in all aspects of the Early Years Foundation Stage. She regularly attends training workshops, reads articles and meets up with other local childminders. This keeps her practice updated and benefits all children. Self-evaluation systems are in place and the childminder is able to identify areas she wishes to develop. The childminder regularly seeks the views of parents. However, this focuses on their satisfaction, rather than seeking information about how her business can improve even further. The childminder effectively monitors children's learning and development to ensure they all make ongoing progress. All records are shared effectively with parents. They say they are very happy with the childminder's care and flexibility and would thoroughly recommend her to other parents. Relationships with other providers, such as the local school are established. Relevant information is passed on during times of transition. However, partnerships with other settings that children also attend are not as well formed. Therefore, the continuity of care for all children is not yet fully effective.

Setting details

Unique reference number	260771
Local authority	Northamptonshire
Inspection number	867191
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 14
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	16 November 2009
Telephone number	

The childminder was registered in 2001 and lives in Wellingborough, Northamptonshire. She operates all year round from 7.30am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and receives funding for free early years education for two-, three- and four-year-old children. The childminder supports a number of children who speak English as an additional language.

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