

Childminder Report

Inspection date

6 January 2016

Previous inspection date

20 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The childminder is knowledgeable about the children in her care. She knows their preferred learning styles and their current stage of development. The childminder plans fun and challenging activities that help all children to make good progress.
- Children's emotional security is effectively enhanced. The childminder is warm and sensitive towards children in her care. Settling-in procedures are agreed with parents on an individual basis.
- Secure arrangements are in place to safeguard children. The childminder supervises the children well and is always in close proximity to them. She helps parents and older children to understand how to keep safe when using the internet and electronic devices.
- Partnerships with parents are strong. The childminder regularly provides them with information about their children's learning and development. Newsletters provide useful information and gentle reminders about the childminding service, school holidays and future events.

It is not yet outstanding because:

- Children's critical thinking is not consistently extended. There are occasions when the childminder does not give children enough time to think about how they want to respond to questions she asks them.
- The childminder provides parents with a wealth of information about her provision, however, she is less successful in engaging all parents in her self-evaluation processes to help her to drive children's achievements to the highest level.

What the setting needs to do to improve further

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

- extend children's thinking and speaking skills giving them more time to put their thoughts into words when responding to questions
- explore further ways of engaging more parents in the self-evaluation process to gain a broader view of strengths and areas for improvement.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's training certificates and evidence of the suitability of adults living in the childminder's home.
- The inspector took account of the views of parents from documentation completed by them.

Inspector

Hayley Lapworth

Inspection findings

Effectiveness of the leadership and management is good

The safeguarding arrangements are effective. All adults living in the childminder's home have completed appropriate checking procedures. The childminder keeps her knowledge up to date in relation to child abuse and neglect. She is fully aware of current reporting procedures in the event of a child protection concern about a child in her care. The childminder spends time with other providers sharing good practice. The partnerships she builds with parents help them to feel fully involved in their children's learning. The childminder is also aware of the importance of good communication with other providers when children attend more than one setting. The childminder effectively takes account of older children's views and uses this information to inform her self-evaluation process.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy spending time with the childminder. They confidently make choices about what they want to play with from a very good range of resources stored at their level. Toddlers are effectively encouraged to explore and investigate their surroundings. They spend time moving from one activity to another and are regularly supported by the childminder to become engaged in the activities. Children have fun as they play with foam. They laugh out loud when the childminder claps her hands that are covered in foam, to create the effect of snow falling. She demonstrates to them how to make shapes and patterns in the foam using their fingers and a variety of tools. The childminder takes opportunities to support children with their developing speech. She introduces letter sounds in their names as they make shapes in the foam. The childminder undertakes planned and spontaneous observations of children's learning and assesses what they know and where they may need additional support. This information is then effectively used to plan challenging experiences to support children's individual learning.

Personal development, behaviour and welfare are good

Children behave very well in the childminder's care. She gives them consistent messages about her expectations for good behaviour and reminds them about how to keep themselves safe. For example, she talks to children about how to climb safely on and off of their chairs. Children's self-esteem is effectively enhanced. The childminder praises children regularly during their play and routines. She comments positively on how well children cut slices of banana and on their remembering to wash their hands after they have visited the bathroom. Children share good relationships with one another. Older children are very accommodating towards their younger peers. They sensitively encourage them to be kind and remind them not to take toys away from others who are using them.

Outcomes for children are good

Children make good progress in their personal, social and emotional development. They spend time building relationships with other children and adults at local organised groups. The childminder ensures she is fully aware of children's starting points and accurately identifies their next steps in their learning. Overall, they are prepared well for the next stage of their learning, including school.

Setting details

Unique reference number	220320
Local authority	Northamptonshire
Inspection number	854553
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	20 January 2010
Telephone number	

The childminder was registered in 1998. She lives in East Farndon, near Market Harborough in Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

