

Childminder Report

Inspection date

4 February 2016

Previous inspection date

28 April 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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 | | Not applicable | |

Summary of key findings for parents

This provision is good

- The childminder has developed strong partnerships with parents and Reception class teachers to ensure continuity of care and learning for children.
- The childminder reviews her provision effectively in order to identify strengths and areas for development. She seeks support from local authority representatives and is aware of the latest government requirements.
- Children are happy and confident. They behave well and the interaction between the childminder and children is very good.
- Children independently choose resources and activities that enable them to practise their good manipulative skills and build on their mathematical and literacy knowledge.
- The childminder has a very good understanding of how to manage and minimise risks for children. Her home is secure and she is fully aware of her responsibilities to supervise children.
- Records, policies and procedures required for the safe and efficient management of the provision are very well maintained and implemented.

It is not yet outstanding because:

- The childminder does not fully support children's knowledge of the wider world. Children's understanding of people, families, communities and traditions beyond their own is not fully extended through the experiences that the childminder provides.
- Children's understanding of healthy eating is less well promoted. The childminder provides a generally healthy tea, but does not consistently support children in identifying the foods that contribute best towards their good health.

What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater awareness of similarities and differences, and an understanding of different people in the wider world
- strengthen children's understanding of how healthy eating contributes to their ongoing good health.

Inspection activities

- The inspector observed activities as children played indoors.
- The inspector discussed with the childminder how she complements children's learning in school.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of all adults living on the premises.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of her responsibilities to protect children from abuse and neglect. Necessary suitability checks for all adults living on the premises have been completed. Children's welfare is addressed effectively. The childminder attends training courses to keep her knowledge about child protection and first aid up to date. Communication between the childminder and parents is good, and they work successfully together to support children's care and learning needs. The childminder obtains feedback from parents as part of her self-evaluation process. One way that she does this is through the implementation of a questionnaire, and responses from parents are very positive about the service she provides. The childminder regularly liaises with school teachers and continuity for children is promoted effectively.

Quality of teaching, learning and assessment is good

Children make independent choices about their play. The range of resources and activities available to them enables children to develop the skills they are acquiring in school. For example, as children play board games, they count and make simple calculations, building on their growing mathematical skills. The childminder plans stimulating activities that provide opportunities for children to practise early writing and reading skills. For instance, she creates a game which prompts children to make links between letters and their sounds, and to think of words that begin with each of the letters. Children enjoy the challenge of attempting to write the words that they suggest. Children speak clearly and confidently as they chat happily with the childminder and other children. Younger and older school-aged children interact well while they play with small-world figures and small construction toys.

Personal development, behaviour and welfare are good

Relationships between the childminder and children are very good. Children's emotional security begins with a good settling-in period that is agreed with parents in accordance with their child's needs. Admission information obtained from parents includes clear detail on their child's care needs. Children's good health is promoted well. They eat healthy food, although the childminder does not consistently support them to extend their own understanding of healthy eating. They enjoy practising their physical skills at a local park. Children develop an awareness of dangers and how to keep themselves safe. For example, they learn about road safety and the rules for walking safely along the pavement. Children successfully manage their own hygiene and personal needs. They follow simple rules, such as taking their shoes off and washing their hands on arrival from school before sitting down at the table for tea. Children behave well and play cooperatively. The childminder reinforces their positive behaviour and boosts their self-confidence and self-esteem.

Setting details

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|------------------------------------|---|
| Unique reference number | 260768 |
| Local authority | Northamptonshire |
| Inspection number | 864637 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 4 - 8 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Name of provider | |
| Date of previous inspection | 28 April 2011 |
| Telephone number | |

The childminder was registered in 2001, and lives in Northampton. She holds an early years qualification at level 3. The childminder operates mainly term time before and after school. She occasionally operates during school holidays on a part-time basis, Monday to Friday from 8.30am to 4pm.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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