

# Childminder Report

**Inspection date**

24 June 2016

Previous inspection date

3 December 2012

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---------------------------------------------------------------|-------------------------|--------------|----------|
|                                                               | Previous inspection:    | Satisfactory | 3        |
| 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 has successfully met the actions and recommendations that were raised in her last inspection.
- All children make good progress from their starting points. The childminder monitors children's progress effectively, identifies any gaps in their learning and plans effectively to address these.
- The childminder uses a variety of successful methods to help children achieve well in their communication. Her positive interactions support children's speech and language skills effectively.
- Babies are settled and content. The childminder's good communication with parents keeps her well informed about changes to their routines so she is able to anticipate and meet their needs.
- The childminder recognises the importance of partnership working with parents and other professionals to provide a consistent approach to children's ongoing learning.
- Children behave well. They respond to the childminder's praise and develop good levels of confidence and self-esteem. The childminder promotes their well-being effectively.
- The childminder has developed self-evaluation processes which clearly identify and prioritise areas for further development. This strengthens and drives continuous improvement of the provision.

### It is not yet outstanding because:

- The childminder occasionally misses opportunities to encourage pre-school children to count or use number language in their play.
- The childminder's professional development is not yet fully focused on extending her teaching skills to further help children's learning to reach 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:

- increase opportunities for pre-school children to hear and use number language in their play to extend their mathematical development even further
- focus more precisely on professional development to extend teaching skills to further improve children's already good learning.

### 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 jointly observed and discussed with the childminder, the teaching and learning activities provided.
- 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 household.
- The inspector talked with the childminder about her self-evaluation and improvement plans and took into account the views of parents spoken during the inspection.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder provides a safe and welcoming environment. She thoroughly assesses and minimises risks or hazards to support children's safe exploration of their surroundings. The childminder has attended a range of short training courses. She completes online training to update and refresh her knowledge of the latest safeguarding guidelines. She uses a range of records and documentation to support her good practice. The childminder plans suitable activities that support children's different learning needs. The childminder and parents work well together to meet all children's individual needs. Parents feel that the childminder is caring, friendly and supportive. They appreciate the advice and guidance she offers to them and parents feel involved in their children's learning.

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

The childminder interacts well with children and actively gets involved in their play. She uses clear questions to encourage children to think things through and work out a solution for themselves. The childminder works closely with families to help her to get to know and understand the children so that she can respond to their needs effectively. Children enjoy sharing stories and are encouraged to recall them back in their own words. Children love spending time outside. They negotiate space well on a range of ride-on toys, which challenges and enhances their physical skills. The childminder shows children how to operate things. She provides encouragement as they develop new skills, such as using pushing the button to start the bubble machine. The children delight in watching the bubbles blow out. The childminder talks about which bubbles are bigger and which are smaller as the children eagerly chase after them.

### Personal development, behaviour and welfare are good

Children form strong attachments with the caring childminder and are emotionally well supported. The childminder is a good role model for children and they respond well to her. Children are kind and helpful, especially towards their younger friends. They share resources and take turns well in conversations. The childminder uses her experience well to offer children choices and alternative resources to resolve potential conflicts. The childminder consistently praises children and they develop good self-esteem. The childminder extends children's understanding about being healthy and meets their physical needs effectively. For example, they enjoy visits to parks, soft-play areas and stay-and-play groups, which helps them become used to interacting with other children and adults.

### Outcomes for children are good

All children make good progress across all areas of their learning and development. They are developing a good range of skills and are well prepared for their future learning and their move on to school. Children are confident, motivated and enthusiastic. They enjoy learning and develop good social skills and their understanding of cooperative play. Children communicate well and develop good physical skills and coordination. They take interest and engage in the range of activities that the childminder provides.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY376616                                                                          |
| <b>Local authority</b>             | Northamptonshire                                                                  |
| <b>Inspection number</b>           | 1040423                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 12                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 3 December 2012                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2008. She lives in the village of Finedon, Northamptonshire. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-olds.

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