

# Childminder Report

**Inspection date**

19 January 2017

Previous inspection date

20 September 2013

<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**

- The childminder completes observations and assessments of the children and has a good understanding of what children know, understand and can do. She effectively uses this information to plan further enjoyable experiences to support their future development.
- The childminder provides a homely environment where children are happy and confident. Children are treated with kindness and form strong attachments with the childminder.
- Children behave very well. They follow the childminder's positive example and they respond confidently to praise and encouragement. They develop good manners and learn the importance of valuing and respecting others.
- The childminder develops positive relationships with parents and other providers involved in children's care and learning. She regularly shares information about children's well-being and development.
- The childminder uses self-evaluation to identify areas for improvement. She gains the views of parents and children, and uses this feedback to set targets for improvement in her practice.

**It is not yet outstanding because:**

- The childminder does not consistently share ideas with parents, to strengthen children's ongoing learning and development at home.
- The childminder has not yet fully explored ways to further enhance her programme of professional development, in order to extend her knowledge to a higher level.

## What the setting needs to do to improve further

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

- strengthen the ways in which parents can actively contribute to and extend their children's learning and development at home
- enhance the programme of professional development to help extend knowledge and raise the quality of teaching to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedures to follow should she have a concern about a child's welfare. For example, she knows what to do should an allegation be made against herself or a household member. She has a range of policies in place that underpin and strengthen her practice. She accesses regular safeguarding training to update her knowledge. The childminder supervises the children well. She regularly checks her home and garden to ensure children are not exposed to potential hazards. She effectively monitors and tracks children's progress across all areas of their learning and keeps parents informed of their children's progress through daily conversations.

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

The childminder understands the importance of children learning through play. She plans a lot of first-hand experiences that stimulate the children's interests and motivates their learning. The childminder routinely sits with children and joins in their play. Children develop good communication and language skills because the childminder consistently holds conversations with them. She asks them probing questions and introduces them to new words. Children enjoy looking at books and reading stories. The childminder actively involves them as she reads to them, encouraging the children to join in. Children are very interested in technology, such as books with buttons and programmable toys. They quickly learn how to operate these and use controls skilfully to make the toys move in different directions. Children love spending time playing outside. They thoroughly enjoy investigating and exploring a wide range of resources. For example, they delight in painting the shed with water, using different-sized brushes, make marks with chalk on the pavement, and are beginning to form and recognise familiar letters.

### Personal development, behaviour and welfare are good

The childminder takes time to get to know the children before they start in her care. She obtains detailed information from parents about children's care and prior learning. She uses this to help tailor her care and the environment to reflect children's individual needs and interests. Children show that they feel secure. They openly communicate and share their experiences with others. They explore freely and are eager to participate in activities. Children's good health is promoted through effective hygiene procedures and regular access to the outdoors. The childminder teaches children about the benefits of eating a balanced and healthy diet and how to keep themselves safe. For example, children learn about road safety and how to use tools and equipment safely.

### Outcomes for children are good

Children develop good skills that prepare them well for their future learning and school. They are confident communicators who enjoy exploring and learning. Children listen to and follow instructions well. They develop good social skills; they play cooperatively with others and learn to take turns in their play. Children develop good mathematical skills. They routinely use number, shape and colour in their play.

## Setting details

<b>Unique reference number</b>	221503
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1063731
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 September 2013
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in the village of Middle Cheney, Oxfordshire. She operates all year round from 8am 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

