

# Childminder Report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 29 November 2017 |
| Previous inspection date | 27 February 2014 |

| <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 is caring and conscientious. She continuously reviews the quality of her practice to ensure that children make good progress in their learning and development.
- The childminder has developed good relationships with parents. She ensures that they are kept up to date with the progress that their children make. In addition, she helps parents to support their children's learning at home.
- The childminder closely observes children as they play, accurately assessing their developmental stages and interests. This supports her in devising appropriate next steps in children's learning.
- The childminder offers a flexible settling-in procedure. She spends time with parents getting to know children's routines and gathering information about what they already know and can do. This helps to support children's emotional well-being.
- Children's behaviour is good. The childminder supports them to be kind and tolerant to each other and to share their toys.
- The childminder helps children to develop an understanding of healthy lifestyles.

### It is not yet outstanding because:

- The childminder has not considered how her professional development can be more precisely focused to raise the quality of her teaching to the highest level.
- The childminder does not make the most of opportunities to work in collaboration with outside agencies and professionals, to further improve outcomes for children and their families.

## What the setting needs to do to improve further

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

- focus professional development to help build further on knowledge and skills that will raise the quality of teaching to an even higher level
- strengthen partnerships with outside agencies and professionals to further improve outcomes for children and their families.

### Inspection activities

- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to the children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and other household members, and looked at relevant documentation.
- The inspector took account of the views of parents from information provided by the childminder.

### Inspector

Ann Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of child protection issues. She is aware of the procedure to follow should she have any concerns about children's welfare. The childminder ensures that her assistant remains suitable to be working with children. Children are well supervised at all times. The childminder has carefully considered how to minimise hazards to children in her home and on outings. Partnerships with other settings that children attend are established. This helps the childminder to ensure that children's learning and development are consolidated and continuous. Parents state how happy their children are in the care of the childminder. They are pleased with the progress that their children are making.

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

The childminder provides children with a wide range of opportunities that supports their engagement and motivation levels. For example, young children show sustained interest in a potato printing activity. The childminder extends the activity by talking about the different shapes and colours that the children have created in their pictures. Children have opportunities to initiate their own imaginary play. The childminder provides real-life resources, such as nappies, for their dolls. This helps to demonstrate to children that their play is valued and respected by the childminder. The childminder supports children's communication skills very well. She ensures that every opportunity is used to engage in meaningful conversation with them. In addition, the childminder provides a narrative to children's play, offering new words to extend their growing vocabulary.

### Personal development, behaviour and welfare are good

The childminder warmly welcomes children into her home. Children soon form close attachments to the childminder. They snuggle up to her when they need comfort or reassurance. Children listen carefully to the childminder and follow her instructions; for example, they know that they must help her to clear away the toys before they have lunch. Children are supported to do things for themselves, such as taking off their coats and using the toilet independently. They are learning how to confidently interact with visitors. The childminder regularly takes children to toddler groups. This helps them to socialise within a larger group of children. During walks to and from school, the childminder ensures that children have opportunities to observe the changing seasons, such as the leaves falling from the trees.

### Outcomes for children are good

Children are making good progress from their initial starting points. The childminder has effective procedures in place to ensure that any gaps in children's learning are quickly identified and closed. The childminder shows genuine interest and respects children's own decisions and choices. She frequently praises children for their achievements. This supports their confidence and helps them to develop a positive attitude towards their learning. Children are developing skills for the next stage in their learning or school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY419687  |
| <b>Local authority</b>             | Northamptonshire  |
| <b>Inspection number</b>           | 1087359   |
| <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>       | 1 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 27 February 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2011 and lives in Kettering, Northamptonshire. She works very occasionally with an assistant. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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