

Childminder report

Inspection date	11 February 2019
Previous inspection date	11 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 and her assistant create a warm, welcoming and homely environment for children. They make sure that resources are easily accessible and suitable for the age range of children attending.
- The childminder and her assistant know the children in their care very well. They observe children regularly and keep detailed records of what they know and can do. They monitor children's progress effectively and identify appropriate next steps for their learning. This helps children make good progress from their starting points.
- The childminder liaises with professionals, such as speech and language therapists, effectively. She also shares information well with staff at other settings that children attend. This helps the childminder and her assistant to support children's learning well.
- Children are confident and well behaved. They demonstrate positive attitudes to their play and learning. They are gaining key skills in readiness for school.
- The childminder and her assistant have a good understanding of how to keep children safe. For example, they implement robust policies, procedures and risk assessments.
- The childminder communicates well with parents. However, she does not always successfully encourage them to share their views to help her review the quality of her practice and raise standards even further.
- The childminder supports her assistant well. She conducts regular supervision and appraisal meetings. However, she has not fully considered how she and her assistant can evaluate and reflect on their own teaching, and help to raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- gain parents' views more consistently and consider their feedback in the self-evaluation process to help raise standards to the highest level
- consider how to refine processes for evaluating teaching and raise the quality of teaching to an even higher level.

Inspection activities

- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector talked with children, the childminder and her assistant at relevant points during the inspection.
- The inspector observed the quality of teaching and children's learning.
- The inspector checked evidence of the childminder and her assistant's training and suitability. She looked at relevant documentation and evidence of suitability of persons living in the household.
- The inspector took account of the views of parents provided in writing, on the day of the inspection.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

The childminder has a positive approach to improvement overall. She evaluates her practice each day in discussion with her assistant. Since the last inspection, she has improved opportunities for children to learn outdoors. She seeks and responds to the views of children well. For example, children make suggestions for holiday activities, such as forest trails. The childminder includes them in her planning and this helps children to enjoy their time with her. Safeguarding is effective. The childminder and her assistant know the procedures to follow should they have a concern about a child in their care. They consider how to minimise risks to children in the home and on outings. For example, they practise the fire evacuation procedure with children and they agree set procedures for safe walking to and from school each day.

Quality of teaching, learning and assessment is good

The childminder and her assistant share their observations of children's learning with parents regularly. This helps parents to understand their children's development. They provide resources for parents to borrow, such as shape and number games. This helps parents to support their children's learning at home. The childminder and her assistant seek new ideas to develop their teaching. They find out about following children's interests and this has a positive impact on outcomes. For example, children become fascinated by the properties of pom-poms, glittery shapes and tissue paper as they use them in craft activities. The childminder's assistant follows the children's desire to explore the resources with their senses. She encourages children to pick up pom-poms, describing their texture as they roll them between their hands. As children tip resources out of containers and they float down onto the table, she encourages them to blow and see which ones travel through the air. Children are at times absorbed in their learning.

Personal development, behaviour and welfare are good

Children have plenty of opportunities for fresh air and exercise to support their good health. For instance, they visit the local park, go pond dipping and hunt for bugs. Children learn to manage their own self-care needs, such as washing their hands and taking their own coats and shoes off. The childminder and her assistant encourage children to say 'please' and 'thank you' to each other. They are positive role models. They praise children's efforts and celebrate their achievements. Parents are overwhelmingly positive about the care that their children receive. They say that the childminder and her assistant support their children's development well and they receive regular information about their children's progress.

Outcomes for children are good

All children make good progress. They develop the knowledge and skills they need to prepare for the next stages of their learning. They develop their mathematics skills well, counting aloud in their play. Children develop good physical skills and practise picking up small items, putting them into pots. They hold glue sticks and smooth them along paper with good control, before carefully pushing shapes onto the glue to create their pictures. Children begin to play imaginatively and enjoy pushing buttons on toy telephones and talking to their family.

Setting details

Unique reference number	EY297263
Local authority	Northamptonshire
Inspection number	10073471
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	16
Date of previous inspection	11 April 2016

The childminder was registered in 2004. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder regularly works with an assistant. They both hold an appropriate qualification at level 3.

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