

Childminder Report

Inspection date

8 June 2016

Previous inspection date

25 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 developed practice well since her last inspection. She has addressed the weaknesses effectively and now records all of the required written parental permissions to promote children's health, welfare and well-being.
- Children learn to communicate very effectively and gain useful social skills, including those who speak English as an additional language. They have many opportunities to develop their language, both at the childminder's home and while on regular trips out into the local community.
- The childminder knows children, their families and their specific needs very well. Children are happy, show a strong sense of belonging and are growing in confidence.
- The childminder has a good understanding of how children learn. Her well organised, interesting environment and good teaching skills enable children to develop a pleasure in learning and make very good progress.
- The childminder keeps parents well informed about their children's achievements and progress. This helps them gain a clear picture of what their children can do and where they need assistance, promoting consistency in the support children receive.

It is not yet outstanding because:

- The childminder regularly discusses children's care arrangements with other settings they attend. However, she does not always share precise information regarding their learning and progress, to help promote a more unified approach across all aspects of children's lives.
- Although the childminder uses self-evaluation to identify areas for improvement this is not yet sharply focused on setting more precise action plans to support long term achievements and outcomes for children.

What the setting needs to do to improve further

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

- strengthen the partnerships and information sharing with other settings that children attend, so that there is a more consistent and coordinated approach to supporting children's learning and development
- build on the use of self-evaluation so that improvement planning is tightly focused on further strengthening the quality of practice and enhancing children's achievements and progress.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to children and the childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder, as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint evaluation of an activity with the childminder. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector took account of the views of parents by reading a number of their comments on notes given to the childminder.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities. She outlines risks and takes steps to minimise hazards in her home. She is aware of the signs of child abuse and neglect and she has informative written safeguarding procedures and reference documents to follow if she has concerns about a child's safety. The childminder keeps up to date with current guidance and legislation through mandatory training and research. She works closely with other childminders, taking part in professional discussions and sharing good practice.

Quality of teaching, learning and assessment is good

The childminder sensitively joins in with children's play, supporting their ideas and extending their learning. They all have great fun as they undertake an imaginative journey. Children tell the childminder they are travelling in a car and that they are stopping to get cakes. They rush over to the role play shop and purchase a cake for each of them. The childminder supports children's mathematical development as she encourages them to work out how many cakes they will need and count out the right amount of money. The childminder plans interesting and relevant activities and links effectively to children's recent experiences. They enjoy a creative activity focused on a recent trip to the pond in a neighbouring village. The childminder provides photographs to help children recall events. They are inspired effectively and enjoy creating pictures of chickens and ducks. They use items that they find as stencils and create shapes of the animals' bodies. They add coloured feathers and talk about unique features, confidently sharing their knowledge. Children then eagerly explore well-known storybooks focused on chickens and ducks and show their knowledge of the story as they tell the childminder that the duck is sad. They then reassure her that he will be happier in the end.

Personal development, behaviour and welfare are good

Children develop confidence and independence in their play as they freely access the well resourced and stimulating areas set out within the childminders home. This supports children to follow their interests and develop a curiosity which fuels their self-motivation. Children enjoy the company of others and have formed good friendships. Older children are caring and very thoughtful and patiently help others. Younger children are closely supported by the childminder to follow their lead and learn to cooperate and take turns as they play. Children are developing very useful personal, social and emotional skills that will support their future learning.

Outcomes for children are good

Children gain independence skills and are happy at the setting. They have built strong relationships with their peers and the childminder. They communicate confidently and are motivated to explore and learn. They show determination and a positive attitude. All children are making good, and some very good, progress in their learning, given their starting points. They are acquiring the key skills they need for future learning and are being very well prepared for school. This includes children who speak English as an additional language.

Setting details

Unique reference number	220764
Local authority	Northamptonshire
Inspection number	1044247
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	25 September 2014
Telephone number	

The childminder was registered in 2000 and lives in Cranford, near Kettering. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children. She supports children who speak English as an additional language.

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