

Childminder Report

Inspection date

18 May 2015

Previous inspection date

12 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are supported effectively in their communication and language development. The childminder encourages toddlers to speak and reflects the words back to them, which helps to consolidate their learning.
- The childminder demonstrates good teaching skills. She spends time with the children during their play, allowing them to explore and be curious. She encourages children to choose their own resources and shows a genuine interest in what they are doing.
- The childminder has developed effective partnerships with parents that are based on regular sharing of information. This results in children receiving a consistent approach to their care and learning.
- Children's independence skills are developing, because the childminder gradually introduces new ideas, such as toddlers sitting at a small table to have their snacks and to take part in art and craft activities.
- Children are learning essential skills for the future, such as making choices about their play materials and beginning to be independent in their self-care. This results in them being well prepared for their eventual move on to school.
- Children's safety is given high priority. The childminder keeps them under close supervision during their play. She carries out regular risk assessments, and has a secure understanding of the procedures to follow in the event of safeguarding concerns.

It is not yet outstanding because:

- On occasion, the childminder does not use opportunities that arise during children's activities to introduce discussion about numbers and colours.
- Younger children are not always encouraged to tidy away to help care for the toys.

What the setting needs to do to improve further

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

- make the most of opportunities that arise during art and craft activities, to include counting and colour recognition, for example, by counting how many prints children make and talking about the different coloured paint they are using
- extend the opportunities for young children to begin to learn about how to care for the toys and equipment, for example, by regularly helping to tidy away when they have finished playing with them.

Inspection activities

- The inspector observed activities inside the childminder's home.
- The inspector spoke with the childminder and children, at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of the parents through information in questionnaires.
- The inspector looked at children's records, policies and procedures and a range of other documentation.

Inspector

Melanie Eastwell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a good range of activities for the children that cover the seven areas of learning. She does regular observations and accurate assessments of each child's progress. These are fully shared with their parents, and are used to plan for their future learning. She follows children's interests and links activities to a number of areas of learning. For example, activities around farm animals are linked to books, art and craft, and outings for the children. This helps to consolidate children's learning. However, occasionally, the childminder does not always promote children's developing awareness of numbers and colours during art and craft activities. Children thoroughly enjoy the childminder's positive interaction with them. They bring books from the box to look at with her. She is skilled in engaging them in the story, asking them to point out familiar items in the pictures, which supports their language development and confidence to speak.

The contribution of the early years provision to the well-being of children is good

Children's individual care needs are managed well. The childminder works closely with their parents. She encourages them to share information from home which helps them to settle in, and to feel secure and confident in her home. Children show a clear attachment to the childminder, because they climb on to her lap to look at books and they respond to her suggestions, such as when they might be ready for a snack. They eagerly come to the table after washing their hands enjoying healthy choices for food and drink. Children are learning about the expectations for behaviour, because the childminder uses entirely appropriate strategies, such as explanation and distraction. Children have access to a good range of resources that promote their interests and curiosity. They are able to choose for themselves from the low-level boxes. Toddlers are eager to do this and enjoy rummaging for the toys they want. However, because they are not always encouraged to be involved in tidying the toys away they are not consistently learning how to care for them.

The effectiveness of the leadership and management of the early years provision is good

The childminder's home is safe, she has a secure understanding of her responsibilities around safeguarding and she demonstrates a good awareness of how to maintain confidentiality. The childminder has a good knowledge of the learning and development requirements, and is successful in implementing these for each child in her care. She has kept her knowledge up to date, through attending training courses and gaining an early years qualification. This results in an increased confidence and knowledge of how children learn which has a positive impact on the children. She is committed to continuing to develop her service through evaluations of her own activity and seeking the views of parents, who report positive and complimentary comments about her work with their children.

Setting details

Unique reference number	221037
Local authority	Northamptonshire
Inspection number	865907
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12 October 2009
Telephone number	

The childminder was registered in 1996 and lives in Lings, Northampton. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

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