

Childminder report

Inspection date	20 August 2018
Previous inspection date	23 October 2015

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

The provision is good

- The childminder is caring and attentive to children's individual needs. She knows the children well and establishes good relationships with them and their families.
- Children benefit from regular outings in the local community, such as visits to the library and walks around country parks. These outings help children to gain knowledge of the areas in which they live and learn about the world around them.
- The childminder promotes children's communication and language development well. Older children speak confidently to the childminder and visitors about past and future events. The childminder engages younger children in meaningful conversations and introduces them to new words to help build on their vocabulary.
- The childminder regularly evaluates her practice. She continues to develop and improve her knowledge and skills. For example, she undertakes training and meets with other local childminders to share ideas and good practice.

It is not yet outstanding because:

- Sometimes, the childminder does not use the information from her observations to identify precisely children's next steps in learning, to help them make the best possible progress.
- The childminder does not consistently make the best use of all opportunities to extend children's mathematical language.
- The childminder has not fully considered how to obtain the views of parents effectively, to help her to develop her practice further.

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 observations of children and focus more precisely on identifying their next steps in learning to help them make the best possible progress
- provide more opportunities for children to use mathematical language in their play
- provide parents with more opportunities to contribute their views to help further develop practice.

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 and spoke with children during the inspection.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from feedback provided by the childminder for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection matters and regularly updates her knowledge through accessing training. She is aware of the possible signs of abuse and knows the procedure to follow to report any concerns about the welfare of a child. The childminder promotes children's safety well. She has systems in place to identify, remove or minimise any possible hazards in her home and garden. The childminder helps children to learn how to keep themselves safe. For example, she talks to children about road safety and how to stay safe when they are out in the local community. The childminder establishes good partnerships with parents and other settings, overall. She shares relevant information with them to promote the ongoing care and learning of their children. For example, she shares ideas with parents about how they can continue children's learning at home.

Quality of teaching, learning and assessment is good

The childminder knows how to plan enjoyable activities that stimulate children's interests. She demonstrates good skills in letting children take the lead in play and encourages them to try out new ideas and test out their theories. For example, children have great fun racing each other with rubber ducks in the garden. The childminder builds on their knowledge by suggesting different ways to make the ducks go faster, such as using straws to blow them. The childminder successfully extends children's learning, generally. She asks appropriate questions and allows children time to formulate their responses. Children skilfully use a range of tools and equipment. Older children enjoy bouncing on the trampoline and engaging in team games. Young children experiment by adding water to the sand tray and enjoy exploring how the water changes the texture of the sand.

Personal development, behaviour and welfare are good

Children behave well. They follow instructions, take turns and use their manners routinely. Children of all ages play well together. For example, older children help the younger children to learn how to use the water sprays. The childminder is friendly and caring towards the children. She acts as a positive role model and encourages children to show respect to each other. The childminder promotes children's good health and well-being. For example, children follow good hygiene routines and are encouraged to eat healthily and participate in regular physical exercise. Younger children confidently feed themselves and begin to show an interest in their own self-care routines.

Outcomes for children are good

Children make good progress in their learning and development. They successfully gain the necessary skills for their next stage in learning or their move on to school. Children are confident talkers and demonstrate their growing independence as they respond to new challenges. Children develop an interest in books and stories and enjoy sharing these with the childminder and with the older children.

Setting details

Unique reference number	221235
Local authority	Northamptonshire
Inspection number	10065157
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 October 2015

The childminder registered in 1987 and live in Earls Barton, Northamptonshire. She operates all year round, from 7.15am to 5pm from Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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