

Childminder Report

Inspection date

23 October 2015

Previous inspection date

13 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Children make good progress in their learning. The childminder uses her knowledge and skills effectively to challenge children, so that they reach the next stage in their development.
- Since the last inspection, the childminder has reviewed and successfully improved her provision to ensure that all Early Years Foundation Stage requirements are consistently well met.
- The childminder liaises effectively with parents to ensure that they work well together to meet children's individual care and learning needs.
- Children are settled, confident and emotionally secure in the childminder's care.
- The childminder uses her good teaching ability to support children's speaking skills effectively. Young children are beginning to form sentences and the childminder models clear language to help older children with pronunciation.
- The childminder is fully aware of her responsibilities if she is concerned about a child.
- Children's mathematical learning is supported well by the childminder in accordance with their different stages of development. Children spontaneously use mathematical language while they play independently.

It is not yet outstanding because:

- Children's learning with regard to people, families and communities beyond their own is not fully promoted.
- Some children cared for by the childminder also attend other early years provisions. Communication is not as strong as possible with regard to sharing information, in order to fully complement children's learning in each setting.

What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater awareness of similarities and differences, and an understanding of different people in the wider world
- extend the links with other early years providers, in order to strengthen continuity of learning for children.

Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training. She checked evidence of the suitability of all adults who live or work with the childminder.
- The inspector looked at a selection of children's assessment records, planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the Early Years Foundation Stage requirements and implements them successfully. Her home is safe and secure and she is aware of her responsibilities to supervise children. The arrangements for safeguarding are effective. Necessary suitability checks for every adult who lives or works on the premises have been completed. The childminder works effectively with parents to meet their child's needs. However, links with other early years providers are not fully effective, in order to ensure continuity of learning. Children's welfare is addressed well. The childminder keeps her knowledge on child protection and first aid up to date. She reviews her provision, in order to improve. Recent training on developing early language skills has helped the childminder to improve her knowledge on how to support this area of learning. The information gained is being shared with parents, in order to enhance working together.

Quality of teaching, learning and assessment is good

The childminder supports children effectively, so that they acquire skills, in order to reach the next steps in their learning. Children decide to play with dough and the childminder provides resources, so that they can make spiders. They are able to create a body shape by moulding and rolling the dough into a ball. The childminder suggests that they use pipe cleaners for their spider's legs. Older children confidently talk about and count out the number of legs that a spider has. Younger children identify that they need to create two eyes. Children's manipulative skills are good. Younger children copy the childminder and roll small pieces of dough between their thumb and two fingers to create a mouth. Older children are able to cut the dough with scissors. Younger children readily accept guidance from older children in role-play situations. They sort through a good variety of books together and choose favourite ones for the childminder to read to them.

Personal development, behaviour and welfare are good

Children's good health is promoted well. The outdoor area is used effectively for play activities and the childminder encourages children to be physically active. Children eat healthy food. Their interest in the natural world is promoted well. They are prepared well emotionally and socially for the next stage in their development. For example, they get to know other children and adults at toddler groups. Children learn to manage their self-care needs successfully. They behave well. The childminder boosts their self-confidence by praising their efforts and achievements. Children play with some toys that reflect diversity. However, opportunities for them to learn about similarities and differences in society are not fully supported to extend their knowledge of the wider world.

Outcomes for children are good

The childminder supports children effectively, so that they make good progress in readiness for the move on to pre-school and school. Communication with parents is good. She gathers information from parents about starting points for learning and observes, assesses and plans well for children's next stage in their development. The childminder and parents work effectively together to meet children's care needs and promote their learning.

Setting details

Unique reference number	221235
Local authority	Northamptonshire
Inspection number	1015310
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	13 May 2015
Telephone number	

The childminder was registered in 1987. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant on a part-time basis when caring for children after school.

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