

Childminder report

Inspection date: 11 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children make good progress in their learning and development. The childminder has organised her home to specifically meet the needs of the children that attend her setting. She places great significance on developing strong and effective partnerships with children's families. Children benefit from a homely and relaxed learning environment. They show that they are happy and feel safe and secure in the company of the childminder. Children demonstrate a familiarity in their surroundings as they confidently and independently access resources of their own choosing.

Children are developing a positive attitude towards gaining skills and knowledge. They concentrate and show persistence in self-initiated tasks, such as playing musical instruments. The childminder has high expectations of what children and young babies can achieve. She skilfully provides opportunities that are interesting and exciting. Children are learning to behave appropriately for their developmental age. They are starting to gain an understanding of their own feelings and emotions and those of their peers. The childminder supports children to have good manners and to show respect and tolerance towards others. She helps children to share their toys with one another and to take turns as they play.

What does the early years setting do well and what does it need to do better?

- The childminder knows children in her care very well. She constantly provides children with opportunities to broaden their knowledge and experience of the world that they live in. For example, the childminder enables children to gain first-hand experience of playing on a beach and splashing in the sea during a summer trip to the seaside.
- The childminder offers children a broad range of activities and opportunities that cover all areas of learning. She effectively monitors the progress that children make. The childminder carries out a progress check for two-year-old children. This helps her to identify any delays in children's learning. She uses this information to plan, when appropriate, targeted support for children to progress further. However, the childminder is yet to establish strong partnerships with other professionals to promote a shared approach to children's learning when delays are identified.
- The childminder interacts very well with children. She shows that she understands how children learn. She is interested in their play and understands when to offer opportunities to extend their learning and when it is more appropriate to stand back and observe. However, the childminder does not always take account of children's learning styles when planning activities in order to enhance their engagement and accelerate their progress even further.
- The childminder supports children's communication and language development.

She is an effective role model. For example, she introduces children to a wide range of new words during their play. This supports children's growing vocabulary.

- The childminder works very effectively in partnerships with parents. She shares information with them about the activities that their children have enjoyed and the progress that they have made. Parents comment very enthusiastically about the care and learning opportunities that the childminder provides for their children.
- The childminder understands and meets children's care needs effectively. For example, she ensures that she provides the same sleep arrangements for young children that they follow at home. This supports children's emotional well-being.
- The childminder is ambitious and continuously considers ways to develop the quality of her practice further. She carries out her own research to develop her knowledge and completes online training. The childminder makes sure that her assistant remains suitable to work with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She and her assistant attend child protection courses in order to make sure that their knowledge is consistently up to date. The childminder demonstrates a good awareness of the signs that may indicate a child is at risk and the procedure that she should follow. The childminder carries out regular risk assessments to help her to reduce potential hazards that children may encounter. She supervises children as they play in her home and during outings.

What does the setting need to do to improve?

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

- focus more precisely on children's learning styles when planning activities to enhance their engagement and accelerate their progress even further
- strengthen partnerships with outside agencies and professionals to ensure the best possible outcomes for all children.

Setting details

Unique reference number	EY216175
Local authority	Northamptonshire
Inspection number	10073040
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 2002 and lives in Raunds, Northamptonshire. She operates her provision all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder receives funding for free early years education for two-, three- and four-year-old children. She occasionally works with an assistant

Information about this inspection

Inspector

Ann Lee

Inspection activities

- The inspector and the childminder viewed the areas used by children. The childminder outlined her approach for caring for children and supporting their ongoing learning and development.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and other household members and looked at relevant documentation.
- The inspector took account of the views of parents from information provided by the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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