

Childminder Report

Inspection date

26 June 2015

Previous inspection date

23 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

- The quality of teaching is good. The childminder plans a good range of learning experiences, based on the children's age, ability and emerging interests. She supports children's learning effectively. The childminder organises visits into the local community and uses a variety of amenities, such as the library, local parks and attractions.
- Children develop good knowledge of the natural world. They grow a range of fruit and confidently use watering cans to dampen their plants. Children demonstrate a good understanding that plants need water to grow big and strong.
- The experienced childminder develops warm and close relationships with the children. They settle well and are happy and confident to explore their surroundings. In addition, the childminder uses her very good knowledge of individual children to support them during time of change, such as family bereavements.
- Parental partnerships are very well established. Parents speak highly of the childminder and are very happy with the care their children receive. Parents describe the difference the childminder has made to their children's learning and development, such as raising their child's self-confidence.
- Children are safeguarded because the childminder is fully aware of her responsibilities to protect them from abuse and neglect. The childminder uses efficient procedures, which minimises risks in her home and garden.

It is not yet outstanding because:

- The childminder does not always fully recognise how to make best use of the garden to further encourage children's emerging interests in mathematics and literacy.

What the setting needs to do to improve further

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

- extend the use of the garden to promote further learning opportunities with particular regard to mathematics and literacy.

Inspection activities

- The inspector observed activities in the playroom, kitchen and the garden.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector reviewed children's records, planning information, and a range of documentation, including policies and procedures.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.

Inspector

Andrea Price

Inspection findings

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

The childminder recognises that children learn through play. She plans a wide range of purposeful activities, which motivate children to learn. Babies are encouraged to practise their emerging walking skills, as they confidently move along pieces of furniture. Toddlers enjoy playing alongside others of a similar age and are beginning to understand how to share and take turns. Children develop very good language skills. The childminder repeats words correctly and extends their vocabulary, adding words, such as headlight and steering wheel. She acknowledges and praises their efforts, which encourages them to copy her and learn more. The childminder regularly observes children and accurately assesses learning. Regular discussions with parents ensure that they are updated about their child's progress and achievements. The childminder gives suggestions of how parents can support their child's ongoing learning at home. These good teaching strategies effectively support children to develop the skills needed for their next stage of learning.

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

Effective setting-in processes ensure that children's individual care needs are well known prior to them starting. Children enjoy the childminder's company and seek her out when they feel anxious. Young children are encouraged to feed themselves. Those feeling tired are able to sit quietly on comfortable chairs or sleep in cots. The childminder keeps children safe, as she observes them regularly as they sleep. The indoor environment is welcoming. Children are encouraged to display their own pieces of work, which fosters their self-confidence and recognises their achievements. Colourful posters show a range of pictures, numbers and words. However, the childminder does not yet fully recognise how to extend these opportunities into the garden. This means that children who are more receptive to learning outdoors are not as effectively supported to develop their emerging mathematic and literacy skills. Children thoroughly enjoy being physically active. They ride in cars, kick balls and are able to run around in the secure garden.

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

The qualified childminder fully understands her responsibilities in all aspects of the Early Years Foundation Stage. The childminder regularly attends training workshops, reads articles and meets up with other providers. This supports her practice, updates her knowledge and benefits all children. Self-evaluation processes are effective. The childminder regularly reviews practice and knows which areas she is to develop. She frequently evaluates children's ongoing progress and identifies their next steps in learning. All records are shared effectively with parents. Parents say they are extremely happy with the childminder and that they thoroughly recommend her to other parents. Relationships with other providers, such as the local pre-school and school, are established and effective. Relevant information is passed on, which maintains continuity of care for all children.

Setting details

Unique reference number	EY251951
Local authority	Northamptonshire
Inspection number	860344
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23 October 2009
Telephone number	

The childminder was registered in 2003 and lives in East Hunsbury, Northamptonshire. She operates all year round from 8am to 5pm, Tuesday to Friday, term time only. The childminder holds a childcare qualification at level 3.

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