

# Childminder Report

**Inspection date**

18 January 2018

Previous inspection date

26 June 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| 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 and development. They settle quickly and form strong bonds with the childminder.
- The childminder knows the children well. She follows their play and effectively builds on their interests and ideas. She uses her observations and assessments to accurately identify what children need to learn next.
- Children are confident communicators. The childminder promotes children's speech and language skills well. She introduces older children to new words and repeats the sounds that babies make to reinforce their early attempts at communication.
- The childminder has developed effective strategies to help promote children's positive behaviour. She uses lots of praise and encouragement to boost children's self-esteem and confidence.
- The childminder evaluates her provision effectively. She seeks the views of parents and children to help to develop her practice and improve outcomes for children.
- The childminder acts as a positive role model and encourages children to respect and value one another. Children show consideration, take turns and show genuine empathy towards the younger children as they play and learn together.

### It is not yet outstanding because:

- The childminder does not fully promote younger children's sensory exploration.
- The childminder has not yet precisely focused her professional development on broadening her knowledge and skills to help raise the quality of teaching even higher.

## What the setting needs to do to improve further

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

- enhance opportunities for babies to explore using all their senses
- focus professional development more precisely to widen knowledge and raise the quality of teaching even higher.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 spoke to parents and took account of their views from feedback provided by the childminder for the inspection.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedures to follow should she have concerns about a child's welfare. She regularly refreshes her child protection training to keep her knowledge up to date. The childminder completes daily risk assessments and supervises children well. She has established effective partnerships with parents and other settings. She uses a range of methods to share children's progress with parents. For example, she provides parents with a written summary of their child's learning between the ages of two and three years. The childminder has developed good relationships with the local school and nursery. She shares relevant information with them to promote children's continued care and learning.

### Quality of teaching, learning and assessment is good

The childminder supports children's interest in rhymes and makes their play and learning fun and interactive. For example, she plays the piano while the children dance and sing along to familiar nursery rhymes and songs. She extends their learning further by providing them with instruments and encourages them to join in with the actions. Children show concentration and focus for long periods of time on their self-chosen activities. For example, they develop their counting and manipulative skills as they count the pieces and skilfully complete the puzzles. The childminder promotes young children's mark making. Children demonstrate good hand-to-eye coordination, as they make marks and draw. The childminder asks them questions about what they are doing and encourages them to name the colours they are using.

### Personal development, behaviour and welfare are good

Children are happy and relaxed in the childminder's care. She encourages children to 'have a go'. Children become increasingly independent as they make choices about their play and take responsibility for tidying away their toys. The childminder helps children to develop healthy lifestyles. For example, she encourages them to plenty of drink water and eat healthy foods. Children benefit from regular trips to the playground and walks in the local area. This supports children to develop their social skills and helps them learn about the community and environment around them.

### Outcomes for children are good

Children are well prepared for their next stage in learning and are actively gaining the skills they need to support them for when they make the move on to nursery or school. Children are confident and capable learners. They enjoy active and varied play opportunities to develop their literacy and mathematical skills. For example, they count and use mathematical language in their play. Children are developing good physical and social skills. For example, younger children enjoy spending time pulling themselves up on to their hands and knees in readiness for them learning to crawl.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY361119                                            |
| <b>Local authority</b>             | Northamptonshire                                    |
| <b>Inspection number</b>           | 1102086                                             |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Day care type</b>               | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 0 - 7                                               |
| <b>Total number of places</b>      | 6                                                   |
| <b>Number of children on roll</b>  | 5                                                   |
| <b>Name of registered person</b>   |                                                     |
| <b>Date of previous inspection</b> | 26 June 2014                                        |
| <b>Telephone number</b>            |                                                     |

The childminder registered in 2007 and lives in Northampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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