

Childminder Report

Inspection date

2 July 2015

Previous inspection date

23 October 2008

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's enthusiasm and willingness to join in makes learning fun and interesting. She gets down to children's level and positively involves them in conversations. This good practice provides opportunities for children to extend their language and communication skills.
- Children are happy and relaxed within the warm and nurturing environment that the childminder provides. The good emotional support helps children to settle quickly and grow in confidence.
- The childminder and her co-childminder work well together, ensuring children's emerging needs and interests are planned for. Accurate observations and assessments help to clearly identify the next steps in children's learning and build on what they already know. As a result, children are making good progress in their learning and development, in readiness for school.
- The childminder has effective partnerships with parents, which ensures that they are kept fully informed about their child's progress and are able to continue and extend their child's learning at home.
- The childminder knows how to safeguard children and promote their good health. She conducts risk assessments to identify and minimise potential hazards. Therefore, children's safety and welfare are promoted well.
- The childminder works effectively with her co-childminder to organise their practice to meet the requirements. She continually evaluates the activities that they provide to identify the positive impact on children's learning and where improvements need to be made.

It is not yet outstanding because:

- The childminder has not carefully planned the provision of resources in her garden to ensure children have opportunities to make independent choices.

What the setting needs to do to improve further

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

- enhance children's outdoor play and spontaneous learning by improving the provision for them to make independent choices about their activities.

Inspection activities

- The inspector viewed the areas used for childminding, spoke to children and the childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder, as well as a selection of policies and procedures, including safeguarding. The inspector discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder, discussed children's learning and development, sampled children's records and looked at the planning documentation.
- The inspector took account of the views of parents, by reading a number of their comments on questionnaires and messages obtained by the childminder.

Inspector

Rachel Howell

Inspection findings

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

The childminder has a good awareness of how young children learn. Children's literacy skills are developing well. Young children enjoy making marks with crayons and paint, and show increasing skill at holding utensils correctly. Children have access to a good range of books. The childminder teaches older children to recognise letters of the alphabet. They enthusiastically recognise their names on cards at circle time and point out other children's names beginning with the same initial as their own. The childminder uses these group times and other play and learning opportunities to teach children about shape, colour and number. She also regularly encourages children to join in number rhymes and counting activities to promote their mathematical skills. As a result, children and babies are obtaining the skills, attitudes and dispositions they need to be ready for the next stage of their learning.

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

Children build strong attachments with the childminder and her co-childminder, and are happy, settled and confident to speak with visitors. Very young children seek out the childminder when they feel tired. She instinctively reacts to their care needs, promoting a high level of well-being. The childminder gains all necessary information from parents as children start, in order to promote their welfare, learning and development. Children's specific needs are carefully considered. As they settle in, the childminder reassures parents by sending them texts and emails. The childminder supports children's understanding of how to keep themselves safe. She appropriately points out hazards and risks and reminds younger children and babies about taking care as they explore and climb. Outings are used to support all children's understanding of road safety procedures. The childminder reinforces this for older children through interesting planned activities. Children enjoy playing in the childminder's garden, benefiting from plenty of fresh air. Large-scale equipment is used to support children to be active and develop their physical skills. Interesting, planned activities further develop children's learning in other areas. However, there are fewer opportunities for younger children to self-select resources. This reduces their ability to make independent choices and does not fully support their spontaneous learning.

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

The childminder has a good awareness of the welfare and learning and development requirements of the Early Years Foundation Stage. She is a dedicated practitioner and is very keen to further develop her understanding of high-quality childcare. She ensures that she attends a range of training courses to update her knowledge and develop the provision that she offers children. For example, she has updated her knowledge in first aid, child protection, food hygiene and the Early Years Foundation Stage.

Setting details

Unique reference number	EY369938
Local authority	Northamptonshire
Inspection number	857968
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23 October 2008
Telephone number	

The childminder was registered in 2008 and lives in Wellingborough. She works with her co-childminder. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays. She has a relevant qualification at level 3.

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