

# Childminder Report

**Inspection date**

2 November 2017

Previous inspection date

22 May 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 form strong bonds with the childminder. They are happy, settled and confident in her care. Children seek comfort and reassurance when needed, and the childminder offers them lots of praise and encouragement. This helps to support children's emotional well-being and self-esteem.
- Children have access to a good range of activities and experiences. They are motivated and interested in learning and develop a variety of skills as the childminder plays alongside them.
- Partnerships with parents are very effective. The childminder frequently shares information with parents about their children's development. This enables them to devise ways to work together consistently to support children.
- The childminder uses self-evaluation well to identify and address areas for improvement. For instance, she is currently developing a display board for parents about their child's achievements, so they can be more deeply involved in their learning.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to develop children's awareness of differences among people, to foster a respect for children's own cultures and those of other people.
- Occasionally, some activities are not planned precisely enough to take into account the different ages and stages of development of the children participating.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn to value and respect their own cultures and those of others
- plan activities more precisely to consistently take into account children's individual age and stage of development.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked with the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability of the childminder and those living on the premises.
- The inspector discussed children's learning and development and viewed their records.
- The inspector took account of the views of a parent spoken to on the day and by reading a number of their comments on questionnaires obtained by the childminder.
- The inspector reviewed a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of safeguarding procedures and is confident about what to do if she has concerns about a child. She assesses her home to identify and minimise risks to keep children safe. The childminder closely monitors children's progress to identify any gaps in their learning, so these can be swiftly addressed. She seeks the views of parents and children, and responds positively to their suggestions to improve her practice. This helps to enhance the outcomes for children. The childminder completes online training and meets up with other childcare professionals to exchange information. This helps her to keep up to date with legislative changes. A good range of policies and procedures underpins the efficient running of her setting.

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

The childminder completes frequent observations of the children and uses these well to identify their next steps in learning. She skilfully involves herself in children's play and interacts well with them. For instance, children talk about their favourite fruit and vegetables and the childminder uses this opportunity to support children's understanding of healthy eating. They listen to their favourite stories and excitedly join in, recognising the numbers and counting, which helps their mathematical development. Children's speaking skills are particularly well supported. For example, the childminder encourages them to share their news from home. She actively listens and gives them time to respond as they enthusiastically and proudly show her the pictures they have drawn of their families.

### Personal development, behaviour and welfare are good

Children settle quickly into the setting. They hang their coats on their own pegs and go straight to their play of choice. The childminder has age-appropriate expectations for the children in her care and she manages their behaviour well. Children develop a good understanding of sharing with their peers, and older children take delight in helping younger children. For example, they share toys and involve younger children in their games without prompt. Children benefit from regular outings and often visit local toddler groups, parks and places of interest. Children are physically active and experience plenty of fresh air.

### Outcomes for children are good

All children are making good progress in their learning and development. They engage in chosen activities and demonstrate good concentration skills. For example, children persevere as they complete age-appropriate jigsaws. Children are polite to visitors and talk to them confidently and with ease. They gain skills and attitudes needed for the next stage in their learning and are well prepared for the move on to nursery or school.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY374652                                            |
| <b>Local authority</b>             | Northamptonshire                                    |
| <b>Inspection number</b>           | 1087304                                             |
| <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>       | 1 - 8                                               |
| <b>Total number of places</b>      | 6                                                   |
| <b>Number of children on roll</b>  | 6                                                   |
| <b>Name of registered person</b>   |                                                     |
| <b>Date of previous inspection</b> | 22 May 2014                                         |
| <b>Telephone number</b>            |                                                     |

The childminder registered in 2008 and lives in Barton Seagrave, Kettering. She operates all year round from 7.30am to 7pm, Monday to Saturday, except bank holidays and family holidays. The childminder also offers overnight care. The childminder provides funded early education for two-, three- and four-year-old children.

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