

Childminder report

Inspection date: 28 April 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy in the warm, welcoming environment the childminder offers them. They thoroughly enjoy the childminder's company and seek her out to join their games. The childminder asks children to choose what they want to do and how to learn, enabling them to follow their interests. They spend time together, playing and learning, indoors and outdoors. Children show their imagination when they enjoy role play in the outdoor play space and eagerly include the childminder in making cups of tea and drawing on the wall board. This contributes to all children making good progress in their learning.

Children are learning about the routines the childminder is establishing with them. For example, before snack time they know why they need to wash their hands and how to sit safely at the table. They eagerly help their friends to find their water bottle and smile broadly when their friends say 'thank you'.

Children play happily together and are respectful of one another. They are developing strong relationships and bonds with the childminder and their friends. This helps them to feel safe and secure. Children share toys, include one another in games and work together to solve problems. For example, they experiment with moving a wooden box around outside, so there is enough room for them to sit side by side. The childminder has high expectations for children's behaviour and, consequently, they behave extremely well.

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

- The childminder spends time getting to know the children and their families before they start with her. She offers settling-in sessions to every child and has a flexible approach to meeting the individual needs of families. For example, she conducts home visits to support families to share information with her so children's individual requirements can be taken into account.
- Parents provide the childminder with written feedback. They comment that their children are very happy here. The childminder shares verbal and electronic information with parents about their children's development every day. Parents value this input and attribute the progress their children are making to the time they spend with the childminder and the activities they complete.
- The childminder teaches children how to care for pets. She supports them to be respectful of her two dogs and how to care for the tortoise. Children delight in collecting salad from the fridge to feed to the tortoise. They understand why they must be calm and gentle with the tortoise and wait patiently for him to come out of his house to see them. These skills help children to learn how to behave positively with their peers.
- The childminder provides opportunities for children to take and manage risks in

their play. For example, children test their balance and coordination when they ride on bikes and scooters and when they climb trees at the park. However, the childminder does not consistently plan adult-led activities effectively. She does not help children to build on what they already know and can do to support them to make as much progress as possible.

- The childminder understands what children need to learn to help them to be emotionally ready for their move on to school. For example, she holds conversations with older children about teachers they already know and what their older friends learn at school. Children are supported by the childminder to learn skills for the future, such as to be independent. This includes children managing their own clothing during toileting routines.
- The childminder regularly explores the local community with the children. They join other childminders and their minded children at the local parks, where they enjoy group games and physical activities. The childminder understands that being in a larger group of children can support children's communication skills and social development.
- The childminder understands that regular training helps her to keep her knowledge up to date. She is committed to completing and gaining a degree in early years. She also attends online training to support her to continue to refresh her knowledge and to develop new ideas for her setting. Recent training helps to develop her knowledge of the different ways younger children prefer to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She understands the main types of abuse and how to recognise the signs and symptoms of neglect. The childminder has a suitable safeguarding policy in place and knows who to contact if she has concerns about a child, or if she needs advice and guidance. She knows the process to follow should an allegation be made against herself or anyone in her household. The childminder recognises the importance of training and has attended training on the 'Prevent' duty. This helps her to know how to support families to keep their children safe.

What does the setting need to do to improve?

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

- further develop teaching practice to strengthen the planning of adult-led activities to help children to build on what they already know and can do.

Setting details

Unique reference number	115686
Local authority	West Northamptonshire
Inspection number	10263885
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 May 2017

Information about this early years setting

The childminder registered in 2000 and lives in the Abington area of Northampton. She opens all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Siddons

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the childminder completing activities with children.
- The inspector read written feedback from parents to gather their views.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of household members.

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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