

Childminder report

Inspection date: 7 October 2021

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

The provision is good

Children are often engaged in interesting conversations. They have the time and prompts that they need to express themselves confidently. Children become animated when the childminder shows detailed knowledge and interest in their lives at home. They talk about their visits to a train station and a ride on a train. Two-year-old children confidently use the words 'electric' and 'steam' to describe trains. Children who speak English as an additional language learn to speak English well in the childminder's care. They also benefit from her encouragement to use special words and phrases that they hear in other languages at home. Children develop a love of stories in the childminder's care. They excitedly recall repeated refrains from a shared book in response to the childminder's prompts.

Children learn how to stay safe. They tell the inspector that they need to wash their hands to stay clean. Children's behaviour is good. They really enjoy the childminder's cuddles when they are tired. This helps them to rest and regulate their feelings before they return to play. The childminder has particularly high expectations for children developing control of the smaller muscles of their hands and their conversational skills. Some children make particularly strong progress in these areas.

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

- The childminder uses her observations and assessments to provide a curriculum that ambitiously helps all children to succeed. For example, she knows that some children's social skills are less developed since the COVID-19 pandemic began. She successfully helps them to develop the confidence to welcome other children into their play.
- The childminder identifies children's speech delay. She seeks advice from other professionals to help her to close the gap in their development. That said, she does not share information consistently with the other early years settings that children attend. This does not support a fully consistent approach to children's learning.
- Parents are particularly complimentary about the emotional support the childminder provides for their children. She keeps parents well informed about their children's learning and care.
- The childminder ensures that her provision complements the experiences children have at home. This helps children to develop a broad range of learning and skills. For example, some children have fewer opportunities to paint, glue and handle dough at home. The childminder provides more of these experiences, which helps children to gain confident creative and small-muscle skills.
- The childminder identifies and plans for children to build on their skills over time.

She supports two-year-old children to gain physical skills that promote their independence. For example, the childminder has helped them to develop their leg-muscle strength through walking increased distances. This helps them to achieve a new goal of climbing a front doorstep on their own.

- The childminder helps children to solve problems. Her calm and caring manner helps children to adopt a positive attitude to setbacks. For example, children fret when they knock their toy train off the track. The childminder says, 'Don't worry, you've just knocked it off with your feet, we can put it back.' They settle back quickly to concentrating on their play.
- Overall, children listen well to the childminder. That said, sometimes, the childminder does not capture children's attention fully. On such occasions, they do not follow her repeated suggestions. For example, children have their back to her when she makes suggestions to join up the model train track.
- The childminder undertakes training and research. This helps her to strengthen areas of children's learning. For example, she has used new knowledge to better support children's mathematical skills through play. Two-year-old children learn the words to describe shapes confidently as they play with trains.
- The childminder is flexible in her approach to caring for children. This helps her to support children's physical needs well. For example, children are confident to tell her that they are hungry, and she responds quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to protect children from harm. She knows the procedures to follow to report concerns about a child's welfare. The childminder completes appropriate training to keep her safeguarding knowledge up to date. She has a current first-aid certificate, which ensures she knows what to do if a child has an accident. The childminder supervises children well and checks the environment they play in daily to ensure it is safe and secure. The childminder carries out risk assessments to help keep children safe on outings, such as when they go swimming.

What does the setting need to do to improve?

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

- share more information about children's learning with any other settings that they also attend
- help children to focus more fully on any suggested instructions to help to extend their learning further.

Setting details

Unique reference number	220343
Local authority	West Northamptonshire
Inspection number	10072591
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 June 2016

Information about this early years setting

The childminder registered in 1990 and lives in Abington area of Northampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Vicky Weir

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- The inspector spoke to parents and considered their views.

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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