

Childminder report

Inspection date: 23 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment. Children show a strong sense of belonging and that they feel safe and secure. They are happy and have fun as they learn. The childminder and her assistant are good role models. They are attentive to the needs of children who are new to the setting. Children respond well to their gentle reassurance and encouragement and quickly develop the confidence to join in with activities. They form strong relationships with the childminder, her assistant and each other. Children of different ages play extremely well with together. They work as a team to pull a toy cart from the bottom of the garden to the top. Older children show care and kindness to those younger than themselves, including them in their play and helping them with tasks such as pouring milk at snack time.

The childminder knows the children very well. She has high expectations for them to make the progress they are capable of and to be prepared for their future learning. The childminder talks confidently about children's abilities, interests and family backgrounds, and takes these into account when planning activities. For example, she gives extra value to providing opportunities for children to regularly play outdoors. The childminder provides resources and equipment that challenge children's physical development, such as balance bikes.

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

- The childminder and her assistant are well qualified, experienced and work well together. They regularly evaluate their practice. Together, the childminder and her assistant review policies and procedures to ensure that they are up to date and consistently implemented. They demonstrate a shared desire to continually improve their skills and the quality of care and learning they provide for children.
- The childminder understands how children learn. She assesses their progress accurately and knows what they need to learn next. The childminder gives thought to how she organises and plans the environment, taking into account children's interests and previous experiences. However, some adult-led activities are not as highly effective in sustaining children's interest.
- The childminder helps children to develop their independence skills. She enables them to make decisions and values the choices that they make. Children find and put on their own coats and wellington boots when they decide that they would like to play outside. Children eagerly volunteer to carry out tasks, such as helping the childminder prepare for snack. The childminder consistently recognises and praises children's achievements and good behaviour, which supports their confidence and self-esteem.
- The childminder places a strong focus on supporting children's communication and language skills. She talks to children as they play together, modelling the

correct use of words and sentences. Children of all ages demonstrate a shared love of books. They listen intently as the childminder reads their favourite stories, excitedly joining in with familiar words and phrases. Babies handle board books with care and interest. The childminder introduces and repeats new words as they point to the pictures they see.

- The childminder provides children with experiences that they do not get elsewhere. For example, she ensures children have regular access to a range of different materials and media, where they can 'get messy' and be creative. Children play in sand, paint and foam. They show sustained interest as they investigate pumpkins and use spoons to scoop out the seeds. Babies squash and squeeze tomatoes and show their delight as the seeds and juice drip through their fingers.
- The childminder supports children's mathematical skills as they play. For instance, she encourages children to compare the size and weight of vegetables and fruits, such as pumpkins and tomatoes. Children count how long they can balance a small orange on a spoon before it falls to the floor. They share their excitement and sense of achievement as they 'catch' paper fish and identify the numbers written on each one.
- The childminder gets to know children's families well and maintains good partnerships with them. She shares information and ideas about how children can continue their learning at home. The childminder tailors how she does this to reflect individual parents' preferences. She understands the importance of working in partnership with other settings that children attend. This helps to enhance children's experiences and maintain continuity in their learning.
- Children enjoy a balance of nutritious meals and snacks provided by the childminder. She encourages them to try new foods and talks to them about making healthy choices. Children are encouraged to follow appropriate self-care and hygiene routines. However, the childminder does not always explain to children why these are important, to help them understand how this contributes to their good health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to ensure that all adults living or working on the premises are suitable to do so. She and her assistant have completed child protection training to ensure that they have an up to date knowledge of current legislation. They know how to recognise signs that a child may be at risk of harm and the procedures they must follow to report any concerns. The childminder and her assistant are vigilant and supervise children well. They complete regular checks of the environment to keep children safe.

What does the setting need to do to improve?

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

- make better use of opportunities to help children understand the importance of good hygiene routines
- strengthen the planning and delivery of adult-led activities, to enable children to remain highly engaged in their learning.

Setting details

Unique reference number	220444
Local authority	Northamptonshire
Inspection number	10127896
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 2000 and lives in Daventry, Northamptonshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector carried out a tour of the childminder's home. They talked about the learning environment and how the curriculum is organised.
- The inspector spoke to the childminder, her assistant and children during the inspection.
- The inspector and the childminder observed and evaluated an activity.
- The inspector viewed a sample of documentation, including the information relating to the suitability of her assistant and 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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