

# Childminder report

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Inspection date: 19 December 2024

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The experienced childminder provides a safe and homely environment. Children develop secure bonds with the childminder and seek reassurance when needed. The childminder knows the children well and provides activities based on their interests. On arrival, children settle quickly and are confident to choose activities and toys to play with. As they play, the childminder joins in and plays alongside them with a warm and friendly approach. She gives a narrative to children's play, helping to develop their language and communication, and models the correct pronunciation of words.

The childminder provides a variety of books for children to share. Younger children independently select books from the bookshelf. When toys make a sound, children move to the music. Children enjoy singing songs with the childminder, who joins in with their song choices. Children develop their independence through experiences such as washing their hands at mealtimes and peeling bananas.

Children strengthen their small muscles through playing with puzzles, and threading and posting activities. They persevere when they face a challenge, turning pieces until they fit, and show pride in their achievements. The childminder takes the children on local walks. They play outside, learning to climb and kick balls, developing their large muscles.

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

- The childminder has a good understanding of child development. Through her vast knowledge and experience she identifies the skills to teach children to prepare them for their next stage in education. She knows the children well and pitches activities to keep them engaged in their learning. She plans purposeful activities, which children are able to revisit. This gives them the opportunity to practise and enhance their skills.
- Through baseline assessment when children join the setting, the childminder identifies children's starting points. If there are gaps in children's learning, the childminder plans precise activities to help children make good progress in their learning and development. The childminder completes the progress check for children between the ages of two and three, which identifies what children know and can do and what they need to learn next.
- The childminder has high expectations of children's behaviour. She promotes good manners and positive behaviour, offering praise and encouragement. There are clear rules and boundaries in place and, as a result, children's behaviour is good. Children share and take turns with toys, playing happily alongside each other.
- Children follow good hygiene practices as they are encouraged to wash their

hands before mealtimes. The childminder ensures that children are given healthy meals and snacks and provides them with water to drink during the day. This helps children develop their understanding of making healthy choices.

- The childminder models words and language while children are playing and teaches them new words. This helps children to develop their language and communication.
- The childminder supports children's mathematical development. During play, children look at and name shapes, saying 'square' and 'round'. They count pieces of puzzles and are encouraged to compare sizes of bricks, commenting on items being 'bigger'. This builds on their existing knowledge.
- The childminder tunes in to children's needs and is aware when children are becoming tired and ready for a nap. Children seek comfort and cuddles from the childminder when needed.
- Parents speak positively about the childminder and say that they like the homely feel of her setting. They are kept up to date with their child's learning and development through shared photos and conversations when they drop off and collect their children. They comment that they would not want their child to go anywhere else.
- The childminder ensures that she keeps her knowledge up to date. She accesses regular courses through online training. The childminder reflects on and adapts her practice to meet the needs of children in her care.
- The childminder mostly prompts children's thinking. For example, during play, she asks them to name colours on puzzles and uses open-ended questions. However, when children ask her questions, such as, 'What's this?', she gives them the answer, rather than encouraging them to think for themselves to further develop their problem-solving skills.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- develop ways to extend children's thinking when they ask questions to enhance their problem-solving abilities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 220525                                                                            |
| <b>Local authority</b>                             | West Northamptonshire                                                             |
| <b>Inspection number</b>                           | 10363986                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 18 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 1995. She operates from 7.30am to 6pm, Tuesday, Wednesday, Thursday and Friday, all year round, except bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Sheila Sidey

## Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The children spoke to and communicated with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this has on the children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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