

Childminder report

Inspection date:

29 November 2021

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

Children demonstrate they feel emotionally secure, as they hold their arms out to go to the childminder when they first arrive. They wave goodbye to their parents and carers and attempt to take their shoes off, encouraged by the childminder. Children have many opportunities to be independent. One-year-olds toddle over to choose their own plate and then make their way to the table ready for their snack. During snack time, they sit well, and eat their yoghurt, confidently using a spoon. Children help with simple tasks. They improve their hand and eye coordination as they use a dustpan and brush to sweep up rice that has been dropped on the floor. Children learn good manners as they begin to copy the childminder, who encourages them to use new words, such as please and thank you.

When children become tired, they show they feel safe as they snuggle into the childminder. They call the childminder's name when they want to show her something new they have found out while playing, such as rice trickling down a funnel into a container. Children demonstrate a positive attitude to learning. When challenges occur, such as a lid being stuck on a box, they confidently ask the childminder for help. The childminder shows them what they need to do and then encourages them to have a go themselves. Children show pride in their own achievements, and clap as they successfully remove the lid. They smile with delight as the childminder praises their efforts.

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

- Before children start with the childminder, she finds out from their parents about their likes, dislikes and interests. Children share with the childminder they have a pet dog at home. They tell the childminder they want to find out more about other pets. The childminder takes children out for walks in the local area, and together they search for different cats. She furthers children's learning as she encourages them to discuss the different colours and sizes of cats seen. Back at the childminder's home, the childminder extends children's knowledge further by looking at books about cats. This broadens children's knowledge of the world around them and complements the experiences they have at home.
- Since her last inspection, the childminder has undertaken a range of training to further her knowledge and skills. She has reflected on this training and used it to improve her practice. For example, she has attended 'transition training' and used it to help to support children who have found separating from their parents and carers difficult. The childminder identifies ways she would like to continue to improve her practice. She intends on incorporating more activities to encourage children's problem-solving skills.
- The childminder interacts with children as they play. Children take part in adult-directed activities and also have the opportunities to explore independently. The

childminder repeats words back to children as they talk. This improves their pronunciation skills. However, the childminder does not always extend discussions during play to help children learn new words. This means children do not always have opportunities to further extend their vocabulary.

- The childminder is skilful at adapting activities to suit the interests of the children she is caring for. For example, when children show an interest in numbers on the washing machine, the childminder extends this learning further. She encourages children to look for, and identify, other numbers in and around her home. However, the childminder's knowledge of what individual children need to learn next is not always used to plan activities. Sometimes, activities are too difficult for some children and they lose interest. This means these children do not always make the best possible progress.
- Parents speak positively about the care the childminder provides. They describe her as 'nurturing' and 'caring'. They comment how the childminder finds out about parents' chosen methods for tasks, such as potty training. This enables her to follow the same routines as at home and provides consistency of care for children. Parents say their children have become very independent since being cared for by the childminder, and that their self-care skills have developed well. The childminder works well with other settings children attend, such as the local pre-school. Children benefit from this collaborative approach, as information is shared to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard children. She attends safeguarding training to further her knowledge and understanding. She knows the signs and symptoms of abuse and who to report her concerns to. The childminder knows she must inform the designated officer from the local authority if an allegation is made against herself or a member of her family. She knows how to identify if children may be at risk from being subjected to extremist views and beliefs. The childminder maintains a clear record of any accidents children are involved in, and ensures these records are signed by parents.

What does the setting need to do to improve?

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

- extend discussions during play to help children widen their vocabulary
- strengthen planning to further improve the support offered to individual children.

Setting details

Unique reference number	220594
Local authority	West Northamptonshire
Inspection number	10143310
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 January 2020

Information about this early years setting

The childminder registered in 1990. She is located in Brackley, Northamptonshire. She opens between the hours of 8am until 5.30pm, Monday to Friday, all year round except bank holidays and family holidays.

Information about this inspection

Inspector

Emily Lofts

Inspection activities

- This was the first routine inspection the provider 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 childminding setting.
- The inspector and childminder discussed how she plans her curriculum for the children.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector looked at a sample of documentation, including suitability records of people living in the household.
- The inspector spoke to children at appropriate times during the inspection.

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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