

Childminder report

Inspection date: 22 June 2022

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

The provision is good

Children gradually develop confidence to choose what they want to play with because the childminder is very supportive and encouraging with them. Children are reassured as the childminder speaks to them gently and this helps them to access all the activities that are on offer to them. Children laugh with the childminder during stories and they are eager to try out different toys, for example a new bubble gun. Children watch with interest as the bubbles appear and try to catch them with their hands. They are encouraged by the childminder to have a go with the bubble gun and with help they successfully squeeze the button to make the bubbles.

Children show a positive attitude to the activities and they know where to find their favourite toys in the childminder's home. They select what they want and help to tidy away when they have finished playing. Children's interests are at the centre of the childminder's curriculum. Overall, she supports children to extend their own learning and to solve problems they encounter. For example, children use magnetic shapes to build. They learn how to turn the pieces over and around to fit along the edges of their model.

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

- The childminder continues to reflect on and improve her practice. She recognises the benefits of refresher and additional training to her confidence and to help her meet individual children's needs. For example, she has recently done some additional training relating to anaphylaxis and the safe use of an adrenaline auto-injector should children have an allergic reaction.
- The childminder knows how to interact with children and is successful in teaching them and widening their experiences. When children want to build the marble run, she asks them to choose the pieces to build with. She extends children's awareness of colours and numbers as she counts items such as marbles, and helps children to remember the names of the colours they see. However, occasionally, when children show a new interest during activities, the childminder does not extend this interest further.
- The childminder uses her extensive range of high-quality resources effectively to promote all areas of children's learning indoors and outdoors. Children develop confidence to choose what they want to do. For example, they select large books that fold out into vehicles and know how to open the door to get inside. However, children have fewer opportunities to explore everyday items, such as boxes, fabric, shells and different sizes and types of containers, to extend their individual creativity.
- Children lead their own learning with encouragement from the childminder. For example, when children explore stacking boxes, they learn about sizes as they

build them up on top of each other, and they see there is a gap in between the boxes. Following a previous activity with the marble run, children roll a marble through the gap and the childminder catches it. Children's feelings of achievement and confidence are developing as they respond positively to the childminder's praise for finding this out for themselves.

- Children behave very well and the relationships between the childminder and children are positive. The childminder has a consistent approach and helps children to learn about what is expected of them. Children receive praise for their efforts and achievements, and they listen when the childminder reminds them to be careful. The childminder treats children as individuals. She encourages children to respect one another and to be kind.
- The childminder's caring approach towards children helps them feel safe and they develop secure attachments to her. Children are learning to be independent. They make choices about what they do. They find their wellington boots and shoes before going outside to play and choose which they are going to wear. The childminder promotes children's physical skills. For example, two-year-old children build on their confidence to walk up and down sloping and uneven surfaces.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure awareness of how to keep children safe. She knows how to promote their welfare and who to report any safeguarding referrals to. She completes regular training relating to safeguarding to ensure her knowledge about the signs and symptoms of abuse is up to date. Children are safe in the childminder's home. She keeps children under close supervision and carries out thorough risk assessments. She takes steps to reduce hazards to children. The garden gate is kept securely closed and safety gates are in place on some internal doors to prevent children having access if required.

What does the setting need to do to improve?

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

- focus more precisely on extending children's interests and deeper thinking during their play and activities
- extend the opportunities for children to develop their creativity and to be able to follow their own ideas.

Setting details

Unique reference number	220616
Local authority	North Northamptonshire
Inspection number	10225671
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 January 2022

Information about this early years setting

The childminder registered in 1996 and she lives in Pytchley, near Kettering, in Northamptonshire. The childminder operates from Monday to Friday, 7.30am until 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Melanie Eastwell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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