

Childminder report

Inspection date: 24 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's welcoming, friendly environment. They form friendships with their peers and demonstrate a positive attitude towards their learning. Young children enjoy the sensory experience of using their hands to explore the different textures of the shaving foam, sand and mud. They develop their hand-to-eye coordination as they learn to stack wooden rings, in order of sequence, on top of one another. Older children use their imaginations as they pretend to feed the dinosaurs with cooked spaghetti. They enjoy using recycled water dispensers to spray the toy diggers with water to remove the sand, and they confidently count the number of diggers. Older children enjoy playing in the mud kitchen and are introduced to concepts such as floating and sinking.

Children remember what they have been taught and have opportunities to recall, practise and refine their skills. For example, older children recall the narrative of familiar stories and enthusiastically complete puzzles. When they are ready, the childminder provides more challenging puzzles, which enables them to progress. Younger children receive effective reassurance from the childminder as they develop their early walking skills. They are praised for their achievements, which successfully encourages them to persist.

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

- The childminder provides a home-from-home environment for the children. She completes regular training to refresh and broaden her existing good knowledge and skills.
- The childminder demonstrates a nurturing attitude and is receptive to the children's needs, which supports their emotional well-being well. Children demonstrate that they feel safe in the childminder's care.
- The childminder knows the children well. She structures her curriculum to build on what the children know and can already do. The children happily include the childminder in their play and naturally approach her for help and support when needed. However, on some occasions, the childminder does not spontaneously challenge children's thinking and motivate their curiosity as they play.
- The childminder places a high priority on developing children's independence and sense of responsibility in readiness for school. Children learn to follow instructions and the importance of listening. Older children are able to undress and dress themselves confidently, and they wash their hands independently after playing outside and before lunch. They confidently discuss that they need to wash their hands to remove germs.
- The childminder supports children to manage their feelings and behaviours effectively. She reinforces simple rules, such as the importance of using 'kind hands' and 'kind words'. She teaches children to share and to take turns. Older

children demonstrate good table manners and naturally say 'thank you' when the childminder serves their lunch.

- The childminder actively encourages children's communication and literacy skills. Young children develop their understanding of sounds and words during singing activities. They are encouraged to 'oink' like a pig and 'moo' like a cow as the childminder sings the rhyme 'Old MacDonald Had a Farm' to them. Children show their enjoyment as they smile and rock their bodies. The childminder adds to the children's enjoyment by providing a range of musical instruments. She shows the children how to bang two wooden sticks together. Older children name letters by their sound as they enthusiastically jump on the alphabet play mat.
- Parents comment very positively about the childminder's provision. They state that the childminder is always welcoming and that she encourages the children's development and provides regular feedback on their progress. Additionally, parents say that the childminder offers advice and guidance on subjects, such as the management of children's behaviour and potty training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good safeguarding knowledge. She completes regular training to keep her safeguarding knowledge up to date. The childminder confidently recognises the signs of abuse and neglect. She has clear procedures in place to act on any concerns and understands the importance of making prompt contact with relevant professionals. The childminder ensures that appropriate suitability checks are completed on all adults residing at and regularly visiting her home.

What does the setting need to do to improve?

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

- strengthen interactions with the children during their spontaneous play to further enhance their learning experiences.

Setting details

Unique reference number	220661
Local authority	North Northamptonshire
Inspection number	10138611
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	7
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 1999 and lives in Thrapston, Northampton. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- This was the first routine inspection the childminder 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 setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder, and assessed the impact on children's learning.
- Older children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of all persons living at the premises.
- The inspector took account of the views of parents from written feedback provided at 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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