

Childminder report

Inspection date:

28 February 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous
inspection

OutstandingOutstanding

What is it like to attend this early years setting?

The provision is good

Children develop secure bonds with the childminder and her assistants. They benefit from consistent routines on their arrival and during the day to help them feel safe. Children explore their environment and are eager to take part in a range of stimulating activities that meet their interests. For example, children participate in a 'frozen egg' activity. They use small tools to break the egg to reveal what is inside. The activity captures the children's interest, and they squeal with pure delight as they smash the eggshell into small pieces.

Children's behaviour is exceptional. They interact well with each other consistently and show high regard for others. For instance, older children support those younger than them to open their lunch box, put on their coats and clean their hands. Children receive lots of support and encouragement to try new things. This helps children to build excellent levels of self-esteem and can-do attitudes. Children show increasing levels of independence. For example, they make choices for snacks, pour their own drinks and peel fruit.

Children show high levels of determination and perseverance. For instance, they spend time tackling and negotiating putting on disposable gloves. Once mastered, the children are ready to use the role-play dentist tools to clean the pretend teeth. The childminder and her assistants allow children time to solve problems. They know when to stand back or when to offer children support.

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

- Children enjoy being outdoors in the fresh air, where they further develop their physical skills. For example, they build on their core strength and coordination as they ride on the wheeled toys and climb ladders. Children develop their imagination as they use a flexible tube as a hose and pretend they are firefighters tackling a fire. The childminder extends children's learning and teaches them about keeping safe in an emergency. For instance, the childminder asks the children, 'What would you do if there was a fire?' The children shout that they would 'call 999 and ask for the firefighters'.
- Children take pride in doing things for themselves and develop their sense of responsibility well. For example, when the tidy-up song is playing, they stop their play and eagerly tidy away the resources. Children choose what they would like to tidy up and do this with their friends, negotiating where things go and who is doing what. The childminder and her assistants praise their efforts and encourage teamwork. This develops children's confidence and self-esteem positively.
- The childminder and her assistants help children to develop a love of books. They read stories skilfully to the children, which captivates their attention. For

example, they bring the book alive by providing the children with props and real-life objects that link to the story. The childminder promotes children's learning through books at home. She provides books for children to take home to read with their parents and carers.

- The overall support for children's developing communication and language skills is good. For example, the childminder and her assistants engage children in conversations as they play. They ask questions to support children's listening and thinking skills. However, assistants do not always implement activities to support children with different abilities.
- Children's personal development is superbly promoted. They have access to experiences which promote an understanding of people, families and communities beyond their own. For instance, the childminder displays photos of the children's families. Discussions are held about the family differences, what makes them unique and special. This helps children to learn to value each other and gives them a sense of belonging.
- The childminder actively promotes well-being with her assistants. They work well together as a strong team. The childminder and her assistants complete relevant training online to extend their knowledge of how to keep children safe. That said, the childminder does not always extend the assistants' professional development in relation to supporting children's learning even further.
- Parents speak highly of the childminder and her assistants. They report that information is gathered about the experiences their children have had before starting at the setting. This helps the staff to understand what children already know and can do. Parents confirm that they receive regular updates about their children's progress and achievements. They report that the childminder and her assistants share activity ideas to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of how to keep children safe. They ensure that they keep their knowledge up to date through training and safeguarding quizzes at their monthly meetings. The childminder and her assistants know how to recognise the signs and symptoms of abuse and how to report concerns to the relevant agencies. They know how to report any allegations made against them or a household member. The childminder and her assistants make regular checks of the house and garden to make sure that they do not present any potential hazards. They teach children about keeping themselves safe and how to ask for help in an emergency.

What does the setting need to do to improve?

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

- focus curriculum delivery more precisely on the knowledge children need to develop their speaking skills further
- increase opportunities for assistants' professional development to support and extend children's learning.

Setting details

Unique reference number	220725
Local authority	North Northamptonshire
Inspection number	10226810
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	0 to 11
Total number of places	18
Number of children on roll	31
Date of previous inspection	25 August 201525 August 2015

Information about this early years setting

The childminder registered in 1996 and lives in Barton Seagrave, Northamptonshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder and four of her assistants hold appropriate qualifications at level 3.

Information about this inspection

Inspector
Kelly Langley

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 inspector had a learning walk of the setting to understand how the provision and the curriculum are organised.
- The inspector carried out a joint observation and evaluated this with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the childminder and her assistants at appropriate times throughout the inspection.
- The inspector spoke to children during the inspection.
- 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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