

Childminder report

Inspection date:

6 December 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 are confident to approach the childminder and assistant to ask about the activities they are going to do. Relationships between the children, the childminder and the assistant are positive, and this helps to build children's self-esteem and their feelings of safety and well-being. Children laugh with the childminder during stories, and they are excited to prepare for a painting activity. Children say they want to put on the 'duck' suits to cover their clothing and they jump up and down saying, 'Quack, quack.' Children listen as the childminder explains how they are going to paint a Christmas tree by making handprints. Children are eager to take part and explore the texture of the paint as they put their hands in the shallow tray.

Children respond to the high expectations the childminder has for their learning. She encourages children to try new things and to challenge themselves. During a colour-mixing activity, children concentrate as they swirl food colouring around and comment about how the colours are changing as they mix. Children show that they are familiar with the daily routines as they go to wash their hands after the painting activity. Children are busy; they remain engaged and sustain their interest in the activities. This interest and engagement in their play contribute to children's behaviour being good.

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

- Since the last inspection, the childminder has continued to reflect on and improve her practice. She has refined her planning to ensure she focuses on each child individually, which helps her to be more efficient in identifying their next steps in learning. She supports her assistants to complete training to help them understand how to recognise and manage any child protection concerns. She coaches assistants to help them learn how to promote children's learning through positive interactions as they play together.
- The childminder demonstrates her ambition for the curriculum she provides for children, and she ensures her planning of activities widens each child's experiences. For example, she has identified that some children have fewer opportunities than their peers to develop their large physical skills and to learn about the natural world. The childminder takes children to local country parks where they can use large play equipment to help develop their confidence to climb and balance. Children also learn about nature as they watch the ducks and other birds from the bird hides in the country parks.
- Children benefit from the encouraging interactions from the childminder and the assistant. The childminder and assistant sing nursery rhymes and talk to children to help them think about what is happening in the pictures as they read stories. They ensure that each child taking part can have their turn to speak. However,

sometimes the childminder does not use opportunities that arise during play to include more descriptive words to extend children's developing vocabulary.

- Children are eager to have a go at all the activities and are confident to explore different textures during messy play. The childminder wants children to be independent and have the skills they need to be ready for school when the time comes. She encourages children to choose what they want to do and to put their own coats and shoes on when they are going outside. However, occasionally the childminder does things for children that they could try to do for themselves to promote their developing independence further.
- The childminder shows respect and care to individual children. She effectively supports children who speak English as an additional language, and she values their home language. The childminder works closely with parents from when children start attending. She encourages parents to share information from home to help her meet the child's needs, and she gives parents ideas for how they can continue their child's learning at home.
- Children play very well together and show clear friendships with others. They listen to one another and enjoy playing together and learning from each other. For example, when they get ready for the painting activity by dressing up in the 'duck' suits, one child copies their friend as she jumps up and down flapping her arms like wings. The childminder and assistant help children to share and take turns, giving gentle and clear reminders when needed. Children show their curiosity and enjoyment as they play. The childminder extends their concentration by adding further resources for them to explore. For example, she adds ice cubes and food colouring to the cornflour to enhance and extend children's experience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a suitable knowledge of how to safeguard children and protect their welfare. They know how to recognise the signs and symptoms of abuse and how to report concerns to the relevant agencies. The childminder has thorough risk assessments in place to help keep children safe. For example, she has safety gates across the stairs to prevent children having access, and storage cupboards are secured with locks to maintain the confidentiality of records. The childminder has appropriate procedures in place for recruitment to check the suitability of assistants before they work with children.

What does the setting need to do to improve?

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

- extend the opportunities for children to learn to be independent in managing their own self-care

- focus more precisely on supporting and extending children's vocabulary during play and activities.

Setting details

Unique reference number	220762
Local authority	North Northamptonshire
Inspection number	10128005
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	2 to 14
Total number of places	12
Number of children on roll	15
Date of previous inspection	3 September 2019

Information about this early years setting

The childminder registered in 1996 and she lives in Kettering, Northamptonshire. She operates Monday to Friday from 8am until 5pm. The childminder regularly works with assistants. She offers funded nursery education places.

Information about this inspection

Inspector

Melanie Eastwell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder discussed her intent for the curriculum with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of the adults living and working in the household.
- The inspector spoke with the assistant and children during the inspection.
- The inspector spoke with the childminder about how she works in partnership with parents.

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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