

Childminder report

Inspection date: 2 March 2020

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

The provision is good

The childminder provides a bright and homely environment where children feel happy, safe and secure. She has effective settling-in procedures that help children to settle quickly, and this supports them to form strong attachments with her and the other children. The childminder is very patient and caring in her approach and this helps to reassure children if they become upset. Children show curiosity and enjoy making independent choices about their play. For example, they become deeply engrossed as they role play making birthday cakes with dough. Children carefully count the pasta tubes they have used for candles, and laugh as they pretend to blow them out.

Children are confident to express their needs and wants. For example, they know that they can ask the childminder for particular toys from the cupboard. Children behave well. The childminder has high expectations and acts as a positive role model. She gently reminds children to use their manners when they sometimes forget, and explains about the importance of sitting down while they are eating. The childminder supports children to be physically active and to do things for themselves, such as putting their own shoes on when they go outside. Children enjoy outings to the park and to the tea rooms, where they order lunch from the menu.

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

- The childminder recognises the importance of building on children's prior knowledge and providing them with new experiences. Children thoroughly enjoy spending time in the childminder's garden. They tell visitors how they like to help the childminder to feed the chickens and collect their eggs. Children learn about sowing seeds and growing their own fruit and vegetables. They talk with excitement about the strawberries and carrots they grow in the childminder's allotment and how they enjoy eating them for snack.
- Children use mathematical language routinely during their play. With encouragement from the childminder, they count confidently and compare the size and shape of different items. For example, they talk about the 'round green apple' and how the washing machine spins 'round and round very fast'.
- Children demonstrate that they are becoming independent. For example, they help themselves to snack, pour their own drinks and use knives safely to cut up their fruit. Children are confident and capable communicators who enjoy engaging in conversations with each other, the childminder and visitors. For example, they tell the childminder how much they love eating 'big red strawberries'. However, the childminder does not always make the most of these opportunities to build on children's understanding of healthy lifestyles.
- The childminder provides opportunities for children to be creative and

encourages them to express their own thoughts and ideas. Children enjoy making and decorating shakers using a range of materials. They use scissors skillfully to cut ribbons to different lengths. They make connections, for example as they decide their shakers look a bit like 'rolling pins'.

- The childminder tracks children's progress and uses this information to help her plan for their learning. However, she does not always identify what children need to do next in their learning precisely enough, to help them to make the best possible progress.
- Parents are complimentary about the service the childminder provides. They comment that their children are happy and enjoy spending time in her care. The childminder regularly shares information with parents to support children's learning at home.
- Children develop good social skills. They are active learners who enjoy making decisions for themselves, and show positive attitudes to their play. Children follow instructions well and are starting to share and take turns in their play. They enjoy visiting different groups with the childminder, where they socialise with other children and make new friends.
- The childminder is experienced and enthusiastic about continuing to enhance her practice. She has addressed the recommendations raised at her last inspection and has undertaken some training to help build on her skills. However, she does not always focus her professional development on gaining knowledge that will help her to target children's learning, to help them make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection matters. She is familiar with the possible signs and symptoms of abuse and neglect. The childminder knows what action to take if she has any concerns about a child in her care. She is aware of wider safeguarding issues, such as responding to extremist views. The childminder keeps her knowledge and skills up to date through attending regular safeguarding training. She monitors children's attendance and maintains appropriate records, such as recording any accidents or injuries. The childminder carries out regular risk assessments to ensure that her home and garden are safe and secure for children.

What does the setting need to do to improve?

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

- make the most of opportunities to promote children's understanding of healthy eating and the importance of making positive food choices
- identify even more precisely what children need to do next in learning and help

them make the best possible progress

- target professional development more precisely to broaden knowledge and skills, and help raise outcomes for children to the highest possible level.

Setting details

Unique reference number	220764
Local authority	Northamptonshire
Inspection number	10072601
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 2000 and lives in Cranford, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Newcombe

Inspection activities

- The inspector completed a tour of the premises and discussed with the childminder how she organises her setting and plans for children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and spoke to children during the inspection.
- The inspector held a number of discussions with the childminder and looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from documents provided by the childminder for 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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