

Childminder report

Inspection date: 13 November 2024

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

Children are eager to visit the childminder in her welcoming home. They snuggle up to the childminder while she talks to them about their past experiences. The childminder cuddles children while she shares one of the many picture books with them. Children demonstrate that they feel secure in the homely environment. They show that they have strong bonds with the childminder and a sense of belonging. The childminder gives children plenty of praise and encouragement. As a result, children grow in confidence and self-esteem under her care. The childminder has high expectations of their behaviour. She models kindness and respect as she interacts with children. The childminder gives gentle guidance to children about following the simple house rules. For example, she reminds children to share and take turns as they play.

The childminder gets to know children's needs and interests well from the start. Children learn to take the lead in their play and have fun. They make choices from a wide range of activities and resources, including small-world and construction toys. They are proud of their achievements when they create a 'machine' with moving cogs. The childminder supports children of all ages to 'have a go'. For example, young children work out for the first time how to post shapes into an interactive toy that makes noises when they succeed. This encourages children to practise their small-muscle skills in preparation for the next stage of learning.

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

- The childminder targets her professional development to ensure that she knows how to give children the help they need to learn and develop well. For example, she finds out more about how to support children with their speech. The childminder puts the information she learns to good use to address any gaps in children's language skills.
- Overall, the childminder plans a broad, structured curriculum to help prepare children for their future learning. All children, including those with special educational needs and/or disabilities, make good progress. However, the childminder does not always use her knowledge of what children already know and can do to help children make further progress. This means children's next steps in learning are not consistently supported.
- Children develop a love of books and stories with the childminder's guidance. The childminder asks children questions about the characters in their favourite stories, giving them time to think and answer. She weaves familiar nursery rhymes and songs throughout children's routines and play. This helps children to develop good communication and language skills.
- The childminder ensures that children have many opportunities to socialise. For instance, she takes children to local groups where they make new friends.

Children practise using their good manners at local cafes and shops. The childminder makes the most of these visits to add to the children's vocabulary as she names the objects they see around them in the community. Children find out about the wider world around them when they go for walks and outings.

- Partnership working with parents is a strength. The childminder ensures that there is a frequent exchange of information between parents and herself. Parents comment that they value the detailed feedback she gives them about their children's experiences and achievements. The childminder shares ideas with parents about how to continue children's learning in the home. She gathers details of what children enjoy doing at home and uses this information to plan for their learning.
- The childminder links with other professionals involved in children's development to secure any assistance needed. She develops good relationships with other settings attended by the children in her care so that everyone involved is well-informed. The childminder also works alongside other childminding colleagues to share best practice and new ideas. This helps her to enrich children's experiences and secure good outcomes for them.
- The childminder introduces mathematical language during play to help children to identify shapes, positions, sizes and numbers. Young children count confidently and accurately to five and beyond. They solve problems as they work out what the total number is if they add one more item. This helps the development of their early mathematical skills.
- Children willingly follow the childminder's good hygiene procedures. For example, they clean their hands well before eating. Older children become more independent as they attend to their own toileting needs. The childminder teaches children about good oral hygiene. Children learn to clean their teeth at the childminder's home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum to focus even more precisely on children's next steps in learning.

Setting details

Unique reference number	220786
Local authority	North Northamptonshire
Inspection number	10359784
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 16
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 1992 and lives in Corby, Northamptonshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder carried out a joint observation of an activity.

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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