

Childminder report

Inspection date:

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

The provision is good

Children are welcomed into the childminder's warm and nurturing environment. Those who arrive upset are given the attention they need to settle and enjoy the activities provided. Younger children use their hand-to-eye coordination to examine balls, banging them together to make a sound. They are offered pots and pans to bang, and smile as they make sounds. Children explore sound further as they shake and tap musical instruments. They enthusiastically use beaters to bang on drums as they sing along in time to the beat.

Children use electronic toys to discover cause and effect. For example, they learn that pressing buttons makes noises and moves components. They discover a toy turtle, pressing the button to make it move. Children watch carefully as the turtle moves across the sofa, then laugh with delight as it drops onto the floor. Children snuggle in as they listen to a story. They use their language skills to talk about what is happening to the characters, and point to the pictures. Children answer questions about what is happening and what might happen next. Children develop their small-muscle and problem-solving skills as they explore jigsaw puzzles. They carefully connect the pieces and slot them into the correct spaces.

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

- The childminder ensures that children have access to a healthy diet. For example, she provides a choice of fruit and toast at snack time, and supports parents in providing healthy lunch boxes. The childminder ensures that children's oral health needs are met. She helps parents register at local dentists and provides activities for the children so that they can learn how to keep their teeth healthy.
- The childminder's curriculum is relevant and interesting for the children in her care. She identifies what the children need to learn and provides activities to help them gain a deeper understanding. There is a strong focus on building children's self-help skills, and there are ample opportunities throughout the day to practise these essential skills.
- The childminder teaches children some mathematical concepts. For example, she provides pom-poms and containers so that children can fill and empty them. This helps them begin to understand volume and capacity. However, she does not consistently support them as they play to further extend their knowledge of mathematics.
- The childminder helps children to understand her expectations of behaviour as she sets a good example by acting as a positive role model. However, the childminder does not always provide explanations and consistently remind children about using positive behaviour.
- The childminder builds children's language skills well. She uses opportunities to

encourage children to talk about what they hear. For example, when walking outdoors, she asks the children to identify environmental sounds, such as birds and vehicles. This helps children to build their listening and vocabulary skills.

- Children benefit from regular trips to the local community. They develop their large-muscle skills by exploring the apparatus as they visit parks and woodland. Children enjoy visits to local groups where they meet new friends, and learn about how food is produced as they visit shops and local allotments.
- Parents report that they are very happy with the 'enriching and caring' support the childminder gives each family. They receive regular updates on their children's learning, and ideas about what to teach in their home environment to build on what children already know and can do. Parents say that the childminder works well with other settings their children attend, such as the local pre-school, sharing information about the children's progress.
- The childminder has a proactive and positive approach toward her professional development. She understands her responsibilities to ensure that she keeps up to date with any new information about the early years, and attends local forums to help her gain this knowledge. The childminder gathers information about each child and their family before they start. She supports children who speak English as an additional language by researching keywords in the child's home language that she uses in practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her awareness of safeguarding concerns up to date. She shows good awareness of the signs and symptoms of abuse, including keeping children safe from radicalised views and female genital mutilation. The childminder knows her responsibility in managing and reporting allegations. She understands how to competently record and report any concerns. The childminder teaches children to assess hazards in the environment. For example, she reminds children about keeping themselves safe when crossing the road. She effectively minimises potential risks and responds swiftly to accidents and incidents.

What does the setting need to do to improve?

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

- continue to strengthen the support offered to help children's emerging mathematical skills
- consistently reinforce expectations with clear explanations, to further support children's understanding and good behaviour.

Setting details

Unique reference number	220803
Local authority	North Northamptonshire
Inspection number	10234361
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 1996 and lives in the village of Weldon, Northamptonshire. She operates all year round, from 12 midday to 5.00pm on a Monday, and from 7.45am to 5.00pm on Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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