

Childminder report

Inspection date: 5 April 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 enjoy coming to the childminder's home. They wave goodbye to their parents and settle quickly. Children are familiar with the routines of the day. For example, they know when they arrive to take their shoes off and to put their slippers on. Children confidently wash their hands and know this is to stop germs from spreading. Children show they feel safe and secure. They let the childminder know when they are feeling tired. They find their pillow and blanket, and snuggle up on the sofa.

Children move confidently around the childminder's home. They make choices about what they would like to play with. For example, children make a house from construction materials. They benefit from thoughtful interactions with the childminder, who extends their learning by asking them questions about the shapes they can see on the house they have made.

Children are very independent. One-year-old children go and collect their water bottles to have a drink. They successfully navigate steps into the playroom, and are confident to hold their hand out when they need help. The childminder has high expectations of what children can do. They behave very well. Children have good relationships with each other. When one-year-old children giggle as they knock down a tower, their friends say, 'I'll help you build it again now.'

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

- The childminder observes children as they play. She uses her observations to plan accurately for the next stages of children's learning. The childminder considers what children already know and what they need to know next. She incorporates children's interests, which means they are excited and motivated to learn.
- The childminder finds out about the experiences children have at home. She plans opportunities that children may not get elsewhere. For example, she recognises that children do not always have the opportunity to explore sensory materials at home. The childminder plans a range of different sensory opportunities for children, such as exploring with shaving foam, gloop and paints. Children show curiosity in exploring new materials and develop their confidence in having a go.
- Parents are very positive about the care the childminder offers. They comment how well supported they feel in providing further opportunities for their children to learn at home. Parents say that before their children started with the childminder, she found out all about their likes and dislikes. They say their children always love going to the childminder's home.
- Children have many opportunities to explore outdoors. They play in the

childminder's secure garden, telling visitors to the setting how much they love going down the slide. Each day, children go to a different park in the local area. This means children develop their physical skills by exploring a large range of different equipment.

- The childminder interacts with the children throughout their play. She asks them questions and gives them plenty of time to respond, so they have time to consider what they want to say. Children are keen to talk to the childminder and share their learning with her. Occasionally, the childminder does not repeat words and sentences back to children, so they know how to pronounce them correctly.
- Children are prepared well for the next stages in their learning, such as going to school. The childminder talks positively with children throughout the day about going to school. She makes sure children are able to manage their self-care needs independently, such as toileting, and zipping and unzipping their coat.
- The childminder considers what she does well and what she would like to do even better. For example, she recognises that children do not always understand where different foods come from. The childminder plans to grow fruit and vegetables with the children's help in her garden to develop their understanding. She is skilled at adapting her provision to suit all the needs of the children she is caring for. For example, she provides a small area in her home specifically for older children to take part in activities involving small parts. This ensures young babies are safe, as they cannot access them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to report any allegations that are made against herself or a member of her household. The childminder and her assistant attend safeguarding training regularly to ensure that their knowledge is kept up to date. She has a secure understanding of the signs and symptoms of abuse. The childminder knows who to report her concerns to. She also regularly checks that her assistant's knowledge of safeguarding is secure. The childminder knows how to keep children safe on outings. She encourages children to take managed risks, such as climbing trees, always ensuring she supervises them carefully.

What does the setting need to do to improve?

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

- strengthen the use of language when interacting with children, to further support their communication and speech development.

Setting details

Unique reference number	220854
Local authority	West Northamptonshire
Inspection number	10106199
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	4
Date of previous inspection	20 April 2015

Information about this early years setting

The childminder registered in 1999. She lives in Northampton. She occasionally works with an assistant. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays. She has a relevant qualification at level 3.

Information about this inspection

Inspector
Emily Lofts

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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