

# Childminder report

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Inspection date: 14 July 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

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

### The provision is good

Children are comfortable and settled in the childminder's care. They benefit from strong relationships with the childminder, who knows them very well. Children feel confident to communicate their needs to the childminder, such as when they need to go to the toilet, or when they are hungry and would like a snack. When one-year-old children become tired, they lift their arms up to the childminder to be picked up. Two-year-old children are quickly comforted when they fall over, and ask the childminder to 'rub my knee better.'

From a young age, children are very independent. The childminder recognises children need to develop independence skills for school and ensures children can complete tasks, such as putting their shoes on and zipping their coats up, independently. The childminder has high expectations of what children can do.

Children can access the childminder's garden throughout the day. This benefits those children who prefer to learn outdoors greatly. Children develop their physical skills as they confidently climb the steps and race down the slide. One-year-old children experiment with sliding down on their front and laugh as they bump down on the grass. The childminder patiently teaches children how to balance on a see-saw. Children clap their hands as they learn new skills.

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

- The childminder provides children with a range of experiences outside of her home. They take part in a range of activities that they may not have had the opportunity to do at home. Children visit the local supermarket and use a scanner. They make a shopping list and make sure they pick up all the items. This experience builds on what children do with their parents and carers at home.
- The childminder speaks to children throughout the day. Children learn lots of new words, as they have many opportunities to hear and sing nursery rhymes and read books. They share the story of 'The Very Hungry Caterpillar' together. Children learn all about the different parts of a butterfly life cycle. Later, children retell the story with their friends and remember the word 'chrysalis', which they explain happens before a caterpillar becomes a butterfly.
- The childminder has clear behaviour expectations for the children. When they sit and listen to a story, she reminds them how to sit so that they do not distract other children. When children need support with sharing and turn taking, the childminder swiftly intervenes to make sure everyone has a go. However, the childminder does not yet talk to the children about how their actions can make other children feel.
- The childminder supports children to develop their early mathematical skills.

Children enthusiastically take part in number songs with their friends. They begin to identify shapes around the childminder's home and garden. When misconceptions occur, the childminder addresses these with the children. For example, when children find a slice of melon in the role-play kitchen and say it is square, the childminder explains the shape is a circle and why.

- Parents are very happy about the care the childminder provides. They say the childminder communicates with them every day about what their children have been learning. They say how reassured they are by the photos they receive throughout the day that show their children are having fun and learning. Parents comment that they have been able to develop friendships with other families, as the childminder regularly provides opportunities for parents to stay and play with their children. They have found this particularly beneficial after not being able to meet other families due to the COVID-19 pandemic.
- The childminder promotes children's good health. They have plenty of opportunities to explore outside in her garden and be energetic. The childminder supports children to wash their hands after they have been to the toilet and before they eat their snack. She promptly reminds children to wipe their nose, and makes sure children put used tissues or wipes into the bin. The childminder talks to children about healthy foods as part of their everyday play. For example, when children buy food from the role-play shop, she asks them if the food is good for them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by accessing regular training. She has a secure understanding of the signs and symptoms of abuse. The childminder knows who to report her concerns to and would not hesitate to do so. The childminder has a comprehensive safeguarding policy in place. This contains contact details for relevant organisations if she needs to ask for advice or make a referral. The childminder is skilled at using risk assessment effectively to make sure any hazards are removed to keep children safe.

## What does the setting need to do to improve?

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

- support children to learn to identify how their actions may make other children feel.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 220875                                                                            |
| <b>Local authority</b>                             | West Northamptonshire                                                             |
| <b>Inspection number</b>                           | 10138625                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 12 October 2015                                                                   |

## Information about this early years setting

The childminder registered in 1988. She lives in Kingsthorpe, Northamptonshire. The childminder operates Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-olds.

## Information about this inspection

**Inspector**  
Emily Lofts

### 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 provision.
- 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.
- The inspector observed the childminder carrying out an activity with children.
- Parents shared their views of the setting with the inspector. Written feedback was also considered.
- The childminder provided the inspector with a sample of key documentation on request, including evidence to document 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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