

Childminder report

Inspection date: 10 July 2023

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 and her co-childminder warmly welcome children into their home-from-home setting. Children show they feel happy and secure as they separate from their parents with ease. They form strong relationships with the childminder, who knows the children well. Children are confident as they explore the enticing indoor and outdoor play spaces with enthusiasm.

The childminder supports children to develop good physical skills. Children enjoy the well-resourced outdoor area. They squeal with delight as they run and jump into the ball pit and play hide and seek with their friends. Younger children learn to manage risks as they climb the steps on a slide. They are encouraged to be safe, take one step at a time and hold onto the handrail.

The childminder is a positive role model who provides children with plenty of praise and encouragement as they play. She helps children to play cooperatively, take turns and follow instructions. For example, children work together waving the parachute to make the ball jump in the air. The childminder supports children's emotional well-being effectively. She talks to children from a young age about feeling happy and sad. As they become older, the childminder encourages the children to recognise how their behaviour has an impact on others. Children learn to be kind and considerate towards each other.

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

- Children benefit from a well-thought-out curriculum that covers all areas of learning. The childminder knows what knowledge and skills she wants children to learn, and she plans experiences for their day. For example, she uses daily routines to encourage children to develop communication and independence skills. She offers them choices in their play and helps them learn how to do things for themselves.
- The childminder gets to know the children when they first start. She gathers information from parents to find out about the children's likes, dislikes and interests. She uses this information to provide experiences that engage children in their learning. This helps children to make good progress from their starting points.
- Children's communication and language development are well supported. They enjoy regular stories and songs and engage in conversations with the childminder. However, the childminder asks some questions that only require a yes or no answer. As a result, children's thinking and communication skills are not challenged consistently.
- The childminder supports children's mathematical development well. She skilfully weaves shapes, numbers and counting into their play. For example, children

copy the childminder as she models counting as they stack the blocks. The childminder supports older children to recognise numerals and put them in order so they can complete a puzzle successfully.

- The childminder teaches children about the wider world. For example, children enjoy outings in the local community and learn about some cultural festivals through planned activities. However, the childminder does not offer opportunities for children to share their home languages and celebrate their own cultures and uniqueness.
- The childminder helps the children learn about the importance of a healthy lifestyle. Through play and discussion, the children learn about healthy food and good oral health. They have daily opportunities for fresh air and exercise, and they visit parks and woodlands where they explore the natural environment.
- The childminder regularly takes the children to community groups. This helps to ensure children have regular opportunities to mix with other children and develop their confidence in larger groups. The childminder uses these experiences to teach children about the wider world and the community in which they live. For example, they regularly visit the local care home for older people, where they take part in music sessions and story time with the residents.
- Partnership with parents is strong. Parents talk positively about the childminder's friendly approach and caring nature. They feel that their children are making good progress and they say that they have 'grown in confidence' since attending. Parents appreciate the daily feedback they receive, which helps to ensure they up to date with their children's care and learning.
- The childminder and her co-childminder regularly reflect on their practice and consider how to improve. For example, they have significantly reduced the amount of unnecessary paperwork. This ensures they spend more time supporting children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She can recognise the signs that indicate a child is at risk of harm. The childminder is confident in the procedure to follow should she need to report any concerns. She understands the steps to take if an allegation is made against herself or anyone else in her home. The childminder completes accident records if a child receives an accidental injury, and she records pre-existing injuries. She completes risk assessments of her home and outings, maintaining a safe environment for children to play and learn.

What does the setting need to do to improve?

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

- develop questioning strategies and interactions with children to further extend children's vocabulary and thinking skills
- help children to develop an awareness of their similarities and differences to enable them to understand what makes them unique.

Setting details

Unique reference number	220971
Local authority	West Northamptonshire
Inspection number	10276540
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 July 2017

Information about this early years setting

The childminder registered in 1996 and lives in Northampton, Northamptonshire. She operates all year round from 8.30am to 4.30pm, Monday to Friday, except for holidays that are agreed in advance. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Charmaine Cayton

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 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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