

Childminder report

Inspection date: 17 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children appear happy and confident in the care of the experienced childminder. When they arrive at the childminder's home, they take their shoes off and put them away. They add their photo to the self-registration board. Children confidently explain to visitors to the childminder's home how they have added their picture, and help visitors to do the same.

Children's behaviour is good. On the rare occasion children find sharing difficult, they are supported swiftly by the childminder, who reinforces how children can take turns. Later, children take part in games with the childminder to practise this skill. Children listen very well to the childminder and are delighted when they succeed in following simple instructions, for example when they have finished their snack they are asked to put their bowls in the sink.

Children demonstrate that they are beginning to understand how to be healthy. They play imaginatively with their friends in the role-play dentist surgery. They discuss how to brush their teeth and the importance of visiting the dentist with the childminder. Children sustain their interest for long periods of time as they pretend to put toothpaste onto a toothbrush to brush a doll's teeth. This promotes children's good health.

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

- The childminder and children engage in natural, relaxed conversations with each other throughout the day. The childminder supports children to develop their pronunciation of words. For example, she models the correct way for children to say words, such as saying 'yes' instead of 'yeah'. Children repeat the words back to the childminder and they make good progress with improving their pronunciation. Children develop their communication and language skills well.
- The childminder encourages children to be physically active. Children access her garden throughout the day. They develop their skills in balancing as they walk along the edge of the low garden wall. At local parks, children experience a range of large scale apparatus, where they can develop their large physical movements. The childminder encourages children to manage risks effectively, such as climbing trees safely.
- The childminder makes sure there is a good balance of adult-directed activities and time for children to explore independently. The childminder plans activities matching children's interests and to develop the next stages in their learning. However, on occasions, the childminder does not extend children's learning as much as she could during activities. For example, when children sort coloured bears, the childminder does not extend children's learning by asking them how many bears there are in each bowl or comparing the different sizes.

- The childminder has a positive attitude to continually improving her provision. Since her last inspection, she has developed the outdoor area, so children can now access this area in all weathers. Since her last inspection, the childminder has undertaken a range of training to develop her knowledge and skills, such as about the changes to the early years foundation stage curriculum. The childminder recognises she is less confident in helping children to identify the initial sounds in words.
- The childminder has established positive relationships with parents. Many parents have known her for a long time and have a strong trusting relationship with her. Parents are full of praise for the service the childminder provides. They feel grateful for the support the childminder has provided to them and their children with tasks, such as toilet training. They comment how having everyone following the same methods with toilet training, means children have consistent support.
- The childminder is skilled at offering experiences to children they may not have at home. For example, she identifies when visiting a local supermarket that children do not always understand where food comes from. The childminder broadens children's experiences by providing opportunities for children to plant a range of fruit and vegetables at her allotment. Children learn about what living things need to grow. Later, children plant sunflower seeds at the childminder's home and explain that they need soil and water to grow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children. She completes safeguarding training yearly, so her knowledge is up to date. The childminder signs up to updates from her local authority, so she has a secure understanding of any local safeguarding issues. The childminder demonstrates a good understanding of the procedure to follow in the event of a concern about a child. She would not hesitate to ask for advice or make a referral. The childminder supervises children well when in her home. She has thorough risk assessments, which identify and reduce hazards in her home and when on outings.

What does the setting need to do to improve?

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

- provide opportunities to extend children's learning further during activities
- increase knowledge and understanding of how to teach children about the sounds letters represent.

Setting details

Unique reference number	220992
Local authority	West Northamptonshire
Inspection number	10138499
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 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 August 2014

Information about this early years setting

The childminder registered in 2000. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays or family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three-year-olds.

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 spoke to the inspector about their intentions for children's learning.
- Children spoke to 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.
- 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
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