

Childminder report

Inspection date: 3 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder knows the children well. She identifies the next steps for children's learning and plans activities to encourage their engagement and curiosity. As a result, children maintain interest and display high levels of involvement in the learning opportunities offered. For example, children make 'tea' and 'lemon coffee' for an extended period in the outdoor water tray. They discuss their ideas confidently and access resources from the mud kitchen area to support their play. Children recall previous learning as they state, 'Lemons are so sour', as they add lemon slices. The childminder skilfully introduces new vocabulary into children's play, such as 'ladle', 'whisk' and 'dissolve'. Children then repeat these words in their interactions with each other. This supports speech and language acquisition for even the youngest children.

The childminder has strong expectations for children's behaviour. She reminds children to be respectful and considerate of each other. Therefore, children learn to behave well and display consistent manners and mutual respect. The childminder fosters close relationships with the children and their families. She communicates with parents daily, updating them on how their children are developing and the care they receive. Children develop strong friendships with each other, which supports their sense of belonging. The childminder ensures children feel safe, secure and confident in this nurturing setting.

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

- The childminder supports older children to be independent through a variety of activities. For example, children are encouraged to unscrew the lid on a jar to access teabags. When children face difficulties, the childminder gently encourages them to persevere. She offers to 'loosen it a little', and the children show a sense of achievement when they succeed. This helps to develop children's resilience and ability to bounce back after difficulties.
- The childminder skilfully supports children to manage their emotions and respect one another. She explains why children need to share and that they need to wait until friends have finished with resources. This encourages children to learn to work together. The childminder praises children for 'good sharing' and being 'kind'. This develops children's social and emotional skills and teaches children the behavioural expectations of the setting.
- The childminder offers the children extensive experiences outside of the setting. For example, children attend local childminding groups to enhance their socialisation skills with other children. The childminder takes the children to local country parks to explore nature and promotes a love of books as they visit the local library. These activities help to develop children's understanding of the world around them.

- The childminder takes a kind and caring approach to support the children in her setting. She follows their interests and supports them to make independent choices. This enables children to be actively involved in their learning. However, occasionally, the childminder does not follow children's curiosity. For example, during an activity to decorate butterflies, children discuss 'flying' and 'wings' with excitement and enthusiasm. The childminder does not extend their conversations to help them explore their ideas further and build on what they already know.
- The childminder is aware of the need for continual professional development. She actively reflects on her practice and takes steps to continually improve outcomes for children. For example, she has accessed training to help develop her interactions with the children in her care.
- Children are eager to access the outdoors and are excited to explore the variety of activities the childminder provides. The childminder skilfully plans a curriculum based on activities the children are motivated and engaged by. For example, children investigate water activities in the well-resourced garden. They develop small-muscle skills as they fill watering cans and water the plants. Children discuss different-sized plants with the childminder and identify 'larger' and 'smaller' flowers around the garden. They confidently describe what plants need to grow, such as 'water' and 'sunshine'. This illustrates that children can recall previous learning about the natural world.
- The childminder has formulated strong relationships with parents and carers. She shares information with them at drop-off and collection times about the children's development. She also sends photos of the activities and experiences they have shared. Parents speak highly of the childminder and how much they have seen their children develop in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the delivery of planned activities to support children to build on their interests and what they already know and can do.

Setting details

Unique reference number	221037
Local authority	West Northamptonshire
Inspection number	10335768
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 1996 and is located in Lings, Northampton. She operates all year round, except for bank holidays and family holidays. Sessions are from 7am to 5pm on Monday and Tuesday and from 7am to 4.30pm on Wednesday, Thursday and Friday. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Serdet

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 inspector carried out a learning walk with the childminder. The childminder told the inspector what she wants the children to learn and how she will do this.
- The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides for children in the indoor and outdoor environments.
- During the inspection, the inspector spoke to the childminder and the children at convenient times and considered their views.
- The inspector and the childminder completed a joint observation of an activity.
- The inspector held discussions with the childminder about her practices and procedures.
- The inspector evaluated parents' feedback and comments gathered by the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024