

Childminder report

Inspection date: 20 June 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 demonstrate a positive attitude towards their learning and enjoy their time in the childminder's care. They are happy and settled and learn the skills they need in readiness for the next stage of their development, including their transition to school. Children behave well and form positive relationships with their peers and the childminder. Older children use their increasing range of vocabulary as they chat with one another. They eagerly recall and share experiences from home. As the children play, the childminder skilfully introduces new words, such as 'extinct', and explains what the word means. Younger children are encouraged to 'roar' like a dinosaur.

Children enjoy manipulating and placing natural materials, such as twigs, into their dough creations. They learn to concentrate, take their turn and follow the rules of board games. Children shout out with enjoyment when the winner of the game is announced, eagerly asking to play the game again. Children enjoy listening to the childminder read a story. They show an interest in the animal illustrations on each page. Children 'hiss' like a snake and say 'twit twoo' as they imitate an owl. They delight in chasing and counting the number of bubbles as they float in the air. Older children confidently count numbers beyond 10. Younger children are introduced to words and phrases, such as 'pop' and 'ready, steady go', as they attempt to chase and pop the bubbles.

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

- The childminder enjoys her role. She completes mandatory training and has accessed additional training to strengthen her existing knowledge and skills. For example, the childminder has completed training to support children's mental health and well-being.
- The childminder demonstrates a kind, caring and nurturing approach towards the children in her care, which successfully supports their emotional well-being. Children demonstrate that they feel comfortable and safe in the childminder's care. They happily involve the childminder in their play and naturally approach her for help and support when needed.
- The childminder places high priority on developing children's independence and sense of responsibility. Children sit well and learn how to use a knife to cut their carrot sticks in half. They are actively encouraged to tidy away their own utensils after snack and to put on their outdoor clothing before going outside to play in the fresh air.
- Parents are very satisfied with the childminder's provision. Parents state that their children are happy, settled and content in the childminder's care. They state that their children make good progress in their learning.
- The childminder knows the children. She builds on what children know and can

already do and successfully differentiates her teaching according to the age and stage of development of the children attending. However, on some occasions, the childminder does not always spontaneously challenge children's thinking and motivate their curiosity as they play.

- Overall, children are encouraged to wash their hands. However, on the day of the inspection, the childminder failed to wipe or wash the hands of the children, after they had been playing outside, before they sat down for their snack. This increases the risk of infection. Additionally, the childminder does not, always, consistently support the children to understand the importance of good oral health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her child protection responsibilities. She ensures that her safeguarding training is refreshed regularly. She has a good knowledge of the potential signs and symptoms of abuse and neglect, including her responsibility to protect children from extreme views and behaviour. The childminder knows how to report safeguarding concerns to the relevant agency, including what to do if an allegation is made against herself or a member of her household. This supports children to stay safe and promotes their well-being.

What does the setting need to do to improve?

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

- make more effective use of spontaneous opportunities to extend and challenge children's learning
- consistently implement handwashing routines to ensure appropriate hygiene practice is maintained, including supporting children to understand the importance of good oral health.

Setting details

Unique reference number	221047
Local authority	West Northamptonshire
Inspection number	10138624
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 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	11 August 2015

Information about this early years setting

The childminder was registered in 2000 and lives in the Kingsthorpe area of Northampton. She operates from 7am to 6pm, Monday to Friday, all year round, except for family and bank holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

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 areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder, and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of all persons living at the premises.
- The inspector took account of the views of parents from written feedback provided at the inspection.

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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