

Childminder report

Inspection date: 4 April 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

Children settle well and are very happy with the childminder. They delight in her company and confidently snuggle close to her when they share stories together. Children of all ages enjoy playing together. They are building strong relationships with one another and the childminder. This helps them to feel safe and secure. The childminder knows every child very well and is attentive to their individual needs. Children know and understand the routine that the childminder has established with them. They are learning to take turns, share and use their manners. The childminder has high expectations for children's behaviour and, consequently, they behave extremely well.

The home-from-home setting is organised so that children can choose what to do and how to learn. Children enjoy spending time playing and learning indoors and outdoors. They can access the toys and resources that they want to play with and are confident to ask the childminder for different things. For example, outside, in the mud kitchen, toddlers see the frog bubble machine on a shelf and indicate that they want to play with it. The childminder encourages four-year-old children to help their younger friends to make the bubble machine work and, together, they laugh and stomp on the bubbles.

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

- The childminder spends time getting to know the children and their families. She uses an 'All About Me' form to collect information from parents before their children start with her. She offers settling-in sessions to every child and has a flexible approach to meeting the individual needs of families.
- Parents provide very positive written feedback about the childminder. They comment that the verbal and electronic feedback they receive supports them to know about their children's development. They believe children's positive social development is due to the time they spend with the childminder. Parents are confident that children are safe and very well cared for.
- The childminder observes and listens to children as they play. Her observations support her to plan a range of activities and experiences that build on children's existing knowledge and skills. However, sometimes, she moves children on too quickly. For example, during craft activities, children enjoy writing their names, but they only have one opportunity to practise this. Children do not always have time to become fully engaged and challenged, particularly during adult-led activities. For instance, when playing a sorting game, children enjoy making larger numbers by adding the numbers of two die together, but the childminder does not give them enough time to continue to practise this skill.
- Children are encouraged to think about the natural world, recycling and waste. They recycle cardboard boxes and have learned where water comes from. They

collect rainwater in a closed water butt. The water butt has a tap that the children can access. They are exploring frog spawn, life cycles and habitats. The childminder mixes chia seeds and water, explaining to the children that it is pretend spawn because they have nowhere for real tadpoles to hatch. However, the children enjoy talking about frogs, experimenting with the texture of the homemade spawn, and relish collecting their own water to add to it.

- The childminder understands that children need to be ready for their next steps, including moving on to school. Four-year-old children are learning to be confident to ask for help. They talk to the childminder about going to school and discuss the things that they might have to do there, such as lining up and putting their hand up when they have a question.
- The childminder explores the local community with the children. They regularly meet other childminders at local parks, woods and the library. The childminder understands that being in a larger group of children can support children's social development. Consequently, children's experiences are further extended by attending different organised group activities, such as a craft and singing sessions at the local church and library.
- The childminder understands that regular training helps her to keep her knowledge up to date. She attends online training to support her to continuously refresh her knowledge and to develop new ideas for her setting. She attends training sessions such as developing mathematics and role play in early years.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She understands the main types of abuse and how to recognise the signs and symptoms of neglect. The childminder has a suitable policy in place, and she knows who to contact if she has concerns about a child, or if she needs advice and guidance. She knows the process to follow should an allegation be made against her or anyone in her household. The childminder recognises the importance of training and has attended training on the 'Prevent' duty. This helps her to know how to support families to keep their children safe.

What does the setting need to do to improve?

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

- develop the teaching practice of adult-led activities so that children are given enough time to explore, learn and challenge their own thinking.

Setting details

Unique reference number	221072
Local authority	West Northamptonshire
Inspection number	10262904
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 April 2017

Information about this early years setting

The childminder registered in 1995 and lives in the Wakes Meadow area of Northampton. The childminder's setting opens all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Siddons

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 inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the childminder completing activities with children.
- The inspector read written feedback from parents to gather their views.
- The childminder provided the inspector with a sample of key documentation, including 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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