

Childminder report

Inspection date:

21 September 2023

Overall effectiveness	Good
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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

Children have excellent bonds with the childminder. They show they feel safe and secure in her care as they confidently explore the environment and cuddle up with her when she reads them stories. Children behave well, and they are aware of the childminder's behaviour expectations, for example, to put toys away when they are finished with them. The childminder reminds children how to close doors safely, so as not to trap and hurt their fingers. She constantly praises children for their efforts, helping to raise their self-esteem. For example, as children place blocks in the correct holes in a toy, she says 'well done' and claps her hands. Children smile in response and clap along with her, showing they are proud of what they have achieved.

Children show a positive attitude towards their learning, and they are keen to explore the large variety of resources the childminder offers. Children develop their physical skills as they explore play dough. The childminder introduces words to them, such as 'squishy' and 'squashy', as they pinch and poke the dough and use different tools to make marks in it. As children play with toy cars, the childminder introduces numbers one to three to them, supporting their early mathematical development.

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

- The childminder has a good understanding of child development. She uses children's interests to plan age-appropriate activities and next steps in learning, which helps children to make progress.
- The childminder builds on what children already know and can do as she plays alongside them. For example, she introduces a variety of colour names to children as they draw, encouraging them to repeat the words she says. As children look at pictures of faces on a rug, she shows them where the eyes and nose are. She asks children to point to their own eyes as she does her own, helping them to learn about their bodies.
- The childminder provides a rich-language environment to support children's communication and language development. Children happily listen to nursery rhymes that play softly in the background, babbling and wiggling their bodies as they listen. The childminder consistently engages children in conversations, asks them questions about what they are doing and encourages them to repeat new words she introduces to them. However, in her enthusiasm, she can at times ask too many questions at once, which does not give children time to think and respond to her before she moves on.
- The childminder provides healthy snacks, such as fruit and vegetable sticks. Children respond to her well as she reminds them to sit down to eat food at snack time. The childminder reminds children to drink water, making sure they

are offered this throughout the day to help keep them hydrated.

- The childminder is a good role model. She introduces the use of please and thank you to children as she interacts with them. Children are friendly as they engage with visitors. For example, they giggle and smile in delight as they play peek-a-boo behind a door and hide under a table.
- The childminder encourages children to make their own choices. For example, children point and babble at toys they want out, as well as accessing these themselves. They smile at the childminder as she gets the toys for them. The childminder takes children out on regular trips, such as to the park and the library. These enable them to learn about the world and community around them.
- Parents report, via written testimonies and questionnaires, that they are happy with the childminder and that their children enjoy their time with her. They say the childminder helped to put them at ease when their child started by offering settling-in sessions. They discuss how they appreciate photos being shared with them of what their children do and are learning about, showing the childminder makes parents aware of their child's learning and development.
- The childminder is proactive when it comes to keeping her training and knowledge up to date. She accesses a variety of training courses, such as how she can use sign language in her setting as well as keeping up to date with changes to guidance. She meets regularly with other local childminders, sharing ideas on her own practice and getting activity ideas from them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the different types of abuse children can be exposed to and the signs and symptoms to look out for. She has a comprehensive safeguarding policy in place, which she reviews regularly. The childminder completes safeguarding training, enabling her to update and refresh her knowledge on child protection issues. The childminder is aware of how and who to contact if she needs to report concerns about children and adults in the home. The childminder's home is safe and secure. This knowledge and practice allows her to keep children safe from potential harm or abuse.

What does the setting need to do to improve?

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

- allow children time to respond to questions they are asked to further develop their emerging speaking and critical thinking skills.

Setting details

Unique reference number	221115
Local authority	West Northamptonshire
Inspection number	10300936
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 January 2018

Information about this early years setting

The childminder registered in 1992 and lives in the Wootton Fields area of Northampton. She operates all year round, from 8am to 6pm on Thursdays and Fridays only. She does not operate on bank holidays and at family holiday time. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 her evaluation of the childminder.
- The childminder spoke to the inspector about children's learning and development.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector via written testimonials.
- 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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