

Childminder report

Inspection date: 21 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 show positive relationships with the childminder and their peers. They are happy to greet their friends when they arrive and play harmoniously together. Children invite the childminder to join their play and confidently talk to her about what they are doing. Children are keen to explore the toys and resources offered. They develop their early understanding of technology when they take a keen interest in electronic toys, such as tills. Children press buttons to investigate how the toys work.

The childminder knows children well. She encourages children to learn new skills, such as to develop their hand-to-eye coordination. For example, the childminder shows children how to roll dough in her hands to make a ball. Children copy, helping them to develop the muscles in their hands. Children are creative. They show good imaginative skills when they use shopping baskets and pretend to go to a shop. Children count the number of toy carrots they give to the childminder for her basket when they are asked. This encourages children to use numbers in their play. Children learn about the natural world. They are supported to understand what plants need to grow and why ice melts. When children play outdoors, they wear hats. This helps to promote their understanding of health and safety when they play outside in hot weather.

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

- The childminder provides opportunities for children to complete tasks on their own. For example, before they eat, the childminder reminds children to wash their hands and explains why they need to do this. This helps children to understand the importance of carrying out good hand-hygiene routines. During snack time, children hand out placemats to their friends. They use safety knives safely to cut up their fruit.
- The childminder uses her curriculum to help children to progress in their learning. She supports children to develop an understanding of how to share and take turns. For example, she asks them to hold a soft toy when it is their turn to find pictures that are shown in a story. This helps children to understand how to behave positively.
- Overall, the childminder supports children's communication and language skills well. She speaks to children when she plays alongside them and asks them questions to encourage their thinking skills. However, occasionally when she uses more-complex words, such as absurd, concerned and self-service, she does not help children to understand what they mean.
- The childminder extends her professional development. She researches information on the internet, attends webinars and listens to podcasts. This helps to extend her knowledge of how to provide children with further opportunities to

develop their learning outdoors. For example, she encourages children to be creative with resources that they find in the natural environment.

- The childminder reflects on what she offers children to support their learning. She makes changes to her practice that have a positive impact on children. For example, she has introduced circle times where children are asked to take turns and to talk about objects they find in a bag. This encourages children to develop their social skills and confidence.
- The childminder finds out about children's experiences at home. She uses this information to offer children a varied range of opportunities to broaden their horizons. For example, she takes children to the library to encourage them to develop a love of books.
- When the childminder reads children stories, she uses different tones in her voice to capture their interest and engagement. She involves them in the story telling. For example, she asks them to identify different objects on the pages. Children sit well, listen and follow instructions. They learn key skills in preparation for their move on to school.
- The childminder encourages children to take responsibility for caring for the environment. For example, she asks children to tidy away toys before the routines in the day change. Children are keen to take part and know where resources are kept.
- Parents say that they appreciate the information they receive from the childminder regarding how their children are progressing. They value the support they receive to continue their children's learning at home. This shows a united approach to promoting children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes risk assessments in her house and garden to help reduce hazards for children. She has identified that parts of her garden are not safe and ensures that children cannot access these areas. The childminder securely locks her front door to stop unauthorised people from entering her home. This helps to keep children safe. The childminder is aware of the signs and symptoms of abuse, including if children are being drawn into radicalisation. She completes safeguarding training to keep her knowledge current. The childminder knows where to report concerns about children's welfare, to promote their safety.

What does the setting need to do to improve?

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

- help children to extend their understanding of the words they hear.

Setting details

Unique reference number	221170
Local authority	West Northamptonshire
Inspection number	10138635
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 January 2016

Information about this early years setting

The childminder registered in 1995 and lives in Northampton. She operates all year round, from 8.30am until 4pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Feedback from parents was reviewed by the inspector, who took account of their views.

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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