

Childminder report

Inspection date: 9 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this home-from-home setting. The childminder talks to children in a warm and friendly manner, which helps them to settle quickly and develop positive relationships with her. Children are confident and quick to seek with the childminder's support when they encounter unfamiliar visitors.

Children have a positive attitude to learning and enjoy choosing what they want to play with from the boxes of toys available to them. They happily involve the childminder in their activities and enjoy including her in their self-selected games. For example, they collect an assortment of shapes and a sorting ball, which they take to her, and together they begin posting the shapes inside. When children struggle, they confidently turn to the childminder for her help and encouragement.

The childminder has clear expectations of children and their behaviour. Consequently, children learn to follow simple rules. For example, even the youngest children understand to put their drinking cups on the table rather than dropping them on the floor. Children are learning to take care of their toys and the books they like to read. The childminder gently encourages them to turn pages carefully and to put their toys away when they have finished playing.

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

- The childminder talks to parents and collects information from them about their children's likes, dislikes and experiences at home. The childminder uses this information to support children to have a broad range of experiences, including activities they might not do at home. For example, at the childminder's setting they learn to play with their friends and begin to understand that older and younger children have different needs.
- The childminder uses books, songs and rhymes to help develop children's communication skills. Children choose freely from a range of books and enjoy exploring the images they see. They remember familiar stories and are keen to point to the pictures and practise reading alongside the childminder. Children enjoy sitting with the childminder for stories and eagerly clamber onto her lap.
- The childminder supports children's mathematical understanding as they play and explore. She talks to children about shapes and colours, helping them to match objects and fit shapes into a shape sorter. Young children enjoy stacking blocks to build a tower. The childminder counts with children as they add each block, and they laugh together when the children knock the tower down.
- Very young children develop their walking and balancing skills. Babies are encouraged to take their socks and shoes off to explore different floor surfaces, such as the carpet and tiles. The childminder arranges toys so that children can find them easily and ensures furniture is positioned to aid early walking.

- Children enjoy playing with familiar toys with the childminder. For instance, children are interested to see the animal pictures the childminder shows them on the blocks they are building with, and together they practise making animal sounds. However, although children enjoy the childminder's interactions and readily explore resources, they are not always supported to build on what they already know and can do.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends training to support her to develop the curriculum she offers for children and completes her own research online. She regularly observes children and keeps a record of their development, which she shares with parents.
- The childminder sometimes meets with other childminders so that children can experience being in a larger group of children, as she knows this supports their social development. The childminder risk assesses her home, the park she visits with children and the social groups she attends with other childminders. This helps her keep children safe.

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 safeguarding policy in place. She knows who to contact if she has concerns about a child or if she needs advice and guidance. The childminder understands the process to follow should an allegation be made against herself or anyone in her household. She has attended safeguarding training and additional training on '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:

- improve how activities are planned and resources are organised to further enable children to build on what they already know and can do.

Setting details

Unique reference number	221179
Local authority	West Northamptonshire
Inspection number	10065155
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 July 2015

Information about this early years setting

The childminder registered in 1993 and lives in Duston, Northampton. She opens all year round, from 7.30am to 3.30pm, Monday to Friday, except for bank holidays.

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 provision.
- The inspector observed the quality of education during activities 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 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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