

Childminder report

Inspection date: 23 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children show they feel happy and safe in the childminder's care. They rush over to her saying, 'I love you', as they throw their arms around her to give her a cuddle. Children's emotional well-being is supported very well. They talk openly with the childminder about her upcoming move to a bungalow. Children explain they walk past the bungalow regularly so they know where it is. This helps children to feel reassured about the forthcoming change.

Children show visitors their photos of their family members displayed in the childminder's home. This helps children to learn about the similarities and differences between their family and others around them. Children celebrate their birthday with the childminder and excitedly explain they can have a cake and play pass the parcel at her home. This helps children to feel special and valued.

Children are supported by the childminder to behave well. The childminder has high expectations of what children can do. When minor disagreements occur, she supports children to consider how they can resolve conflict. For example, when children both want to play with the sand at the same time, they negotiate which tools they will use first and decide they will then swap.

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

- The childminder is skilled at introducing new words to children. For example, when children find a spider in the childminder's home, they comment that it has stopped moving and is now still. The childminder explains that the spider looks like a 'statue'. The childminder checks that children understand what the word statue means, and children laugh as they pretend to be statues themselves.
- The childminder recognises that during the COVID-19 pandemic, children have not have the opportunity to go out and about in the local area and explore. The childminder takes children to a range of different places in the local area. Children proudly tell visitors to the childminder's home about visiting the local town centre on the bus and going on a train, which matches their interests in vehicles and transport.
- Children's independence is impressive. When they arrive at the childminder's home, they put their name in the basket to say that they have arrived. They confidently take their shoes and coat off and put them away. At snack time, children fetch their own plates from the kitchen and cut up their banana. Children manage their self-care needs independently, such as toileting. Children are well prepared for going to school when the time comes.
- The childminder encourages children to develop a love of reading. She takes children to visit the library weekly, where they choose a range of fiction and non-fiction books to enjoy. Children have the opportunity to share books about

topics that interest them, such as snails.

- The childminder plans activities for children to develop their early counting skills. Children make double-decker buses and cut out windows to stick on the bus. They choose how many windows they would like and count them. Later, children find different crowns with numbers on and match the correct number of gems. When children count incorrectly, the childminder helps them to go back and count again, pointing to each gem as they count.
- The childminder interacts with children throughout the day. She provides thoughtful answers to the questions children ask. She asks children further questions to extend their knowledge and understanding. At times, younger children, who are less confident with their speaking skills, do not have time to share their views, as older children answer for them.
- Parents are positive about the care the childminder provides. They feel well informed about how their children's development and how they can support them at home. Parents say how valued and special the childminder makes their children feel, such as when she celebrates their birthday by playing pass the parcel and singing 'Happy birthday' to them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the signs and symptoms of abuse. She knows who to report her concerns to, and would act immediately if she felt a child was at risk. The childminder knows what to do if an allegation is made against herself or a household member. She makes sure that the areas of her home used by children are safe for them and any hazards are removed. The childminder reminds children they have to sit at the table and not walk around when using scissors. The childminder supports children to take managed risks when out and about. For example, when children climb trees, the childminder ensures that she supervises them closely.

What does the setting need to do to improve?

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

- provide more opportunities for younger, less-confident children to share their views and answer questions.

Setting details

Unique reference number	221192
Local authority	West Northamptonshire
Inspection number	10138636
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 October 2015

Information about this early years setting

The childminder registered in 1993 and lives in Duston, Northampton. She operates during term time from 8am to 5.30pm, Monday to Thursday.

Information about this inspection

Inspector
Emily Lofts

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 premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence to demonstrate 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022