

Childminder report

Inspection date: 8 May 2024

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 are confident and safe in this nurturing childminding setting. Older children readily discuss their journey to the setting on arrival and being 'stuck in traffic'. The childminder is a good role model, who listens to the children's opinions and ideas with interest. As a result, children display a high level of self-esteem and are confident in communicating with others. Younger children are supported to develop their personal and social development and bond well with the childminder. She offers emotional support and encouragement to children when needed and knows the children well. Children display positive behaviour towards each other, which is encouraged by the childminder. For example, children offer each other a 'high five' or 'fist pump' following the successful completion of a task. The childminder has high expectations of all children. She teaches the children to be respectful by reminding them to say 'please' and 'thank you' when speaking to each other.

Children enjoy story times and reading books with the childminder, as she values and encourages their involvement. Children all snuggle in next to the childminder for a story and identify objects from illustrations with confidence. They discuss the characters, and the childminder introduces conversation effectively to enhance children's interest and thinking. For example, she asks, 'What does red stand for?' One child responds confidently, 'Stop and danger.' This shows that previous learning experiences have been embedded effectively in children's understanding.

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

- The childminder promotes children's love of reading effectively. She takes children to the local library and helps them to select books to read. Children enjoy looking at books with their friends. They talk about the illustrations and point to their favourite characters. Children learn that print carries meaning.
- Parents and carers provide positive feedback about the service they receive. They value the creative activities, opportunities for outdoor play and local outings that their children enjoy. Parents notice the progress that their children have made and appreciate the commitment that the childminder places on caring for the children.
- The childminder takes children out in the local community. They benefit from accessing walks in the local country park to visit the waterfalls and finding muddy puddles to splash in. Furthermore, the childminder supports children to recycle materials in the setting and takes them to the recycling centre in the village. This helps children to learn about the wider world.
- The childminder provides nurturing care. This helps children who attend to settle in quickly and become familiar with the setting. Children quickly develop a relationship with the childminder and feel secure enough to separate from their

parents. This promotes children's personal, social and emotional development.

- Children display kindness and consideration towards each other. The childminder successfully promotes their social skills. For example, she ensures that children access local groups in the community. These experiences help widen children's social skills.
- Children benefit from many opportunities that support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. For example, older children join in when singing familiar songs and rhymes, and younger children complete the actions.
- The childminder has a good knowledge of her role and responsibilities. She demonstrates an effective awareness of how to protect children in her care. She is familiar with local procedures to ensure that children are safeguarded fully.
- Children concentrate for good periods of time as they create blossom trees from various craft materials. They strengthen their hand-eye coordination as they carefully position tissue paper and flowers onto glued areas. They watch with interest as their friends adapt materials, scrunching and rolling the tissue paper into small balls, and show pride in their completed trees.
- The childminder implements a curriculum based on the children's interests. This enables children to develop swiftly through their own strong motivation. Overall, the childminder supports children's learning effectively. However, on occasion, she limits younger children in making independent choices in activities. This prevents them from making the best possible progress and forming a basis for future independent thinking.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 children to make choices within activities to help them make the best possible progress throughout learning.

Setting details

Unique reference number	221235
Local authority	North Northamptonshire
Inspection number	10233209
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 10
Total number of places	10
Number of children on roll	10
Date of previous inspection	20 August 2018

Information about this early years setting

The childminder registered in 1987 and lives in Earls Barton, Northamptonshire. She operates all year round, from 7.15am to 5.30pm from Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Serdet

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 childminder.
- The inspector carried out a learning walk with the childminder. The childminder told the inspector what she wants children to learn and how she intends to do this.
- The inspector observed the interactions between the childminder and children.
- A joint evaluation of an activity was completed with the childminder.
- The inspector and the childminder discussed the curriculum and how it is implemented and the impact that this has on children's learning.

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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