

Childminder report

Inspection date: 30 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 thoroughly enjoy their time with the childminder. The childminder's home-from-home environment is very well resourced and children can make independent choices about their play and learning. The childminder knows the children very well and is extremely attentive to their needs. The childminder and the children develop strong relationships and bonds with each other, consequently, children feel safe, happy and secure.

Children respond well to the high expectations the childminder has for their behaviour and learning. They are eager to experience a wide range of play opportunities and have their own expectation that the childminder will join in with them. For example, children spontaneously include the childminder in a bingo game, they set out her card and wait for her to join before the game begins. They enjoy her positive involvement with them as they play. This positive interaction supports children's learning.

The childminder uses a consistent approach as she gently reminds children to use their manners, to take turns, and to follow the rules of the games they play. She knows where the children are with their learning and plans purposeful activities to further strengthen and develop their knowledge. Children develop physical skills in the outdoor environment, both at the childminder's and out in the local community.

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

- The childminder supports children to widen their knowledge about things that interest them. She uses her knowledge of the local environment to broaden children's exposure to the outdoors. They regularly enjoy walking to Salcey Forest, where they explore the natural world around them.
- The childminder supports children to notice seasonal changes in the environment and links this to the discussions she has with them as they play games and complete puzzles. For example, the children find a puzzle which depicts the months of the year. The children are keen to explore the images for each month and the childminder skilfully uses this to support them to recall past experiences as well as talk about experiences in their future, such as birthdays and starting school.
- The childminder shares information about children with their parents and works collaboratively with the local pre-school that children attend. Parents' feedback demonstrates that children are happy and the experiences they have with the childminder enrich their lives and support their development.
- The childminder knows that children travel mainly by car and she understands that this means they can sometimes miss exploring the local community. The childminder and the children walk when they go out together and, when they

venture further away from home, they use public transport to go on 'bus adventures'.

- The childminder actively helps children to find information, so that they can fully understand and extend their own knowledge. When the children explore a body puzzle and make stereotypical statements about boys and girls the childminder works to help them understand that some parts of boys' and girls' bodies work in the same way. For example, she uses the puzzle to show them that boys and girls have brains to think, lungs to breathe and hearts that beat.
- The childminder encourages children to think about and develop healthy lifestyles, for example children talk about 'good and bad' food. The childminder uses a pizza bingo game to talk to children about why some foods are more nutritious than other foods. She carefully explains that some foods are better to have as a treat and some foods are good to have everyday. Children regularly visit the local allotments with the childminder, where they work with the allotment keepers to harvest fruit and vegetables to eat at snack and lunchtime.
- Children thoroughly enjoy the craft opportunities offered to them. They joyfully exclaim, 'I'm being an artist.' They name colours, concentrate to mix new colours, such as violet for their rainbows, and count the polka dots they make with the paint stamper.
- The childminder listens carefully to children as they talk and supports them to develop their vocabulary. She does not provide children with consistent support when they use words they are learning to say correctly. For example, when children are playing, the childminder does not help children to practise how to pronounce the words they find difficult to further their language development.

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 bullying. The childminder knows who to contact if she has concerns about a child, or if she needs further advice and guidance. When she does have a concern, she responds swiftly and where appropriate discusses this with parents. She records all accidents and injuries and uses these records to help her maintain a safe environment for children. The childminder recognises the importance of training and attends online professional development that supports her to keep her knowledge up to date.

What does the setting need to do to improve?

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

- develop further opportunities for children to practise using words they are learning to pronounce.

Setting details

Unique reference number	221314
Local authority	West Northamptonshire
Inspection number	10138640
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	3 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder was registered in 2001 and lives in Hartwell, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday. She provides before- and after-school care for children attending the local pre-school and the local primary school.

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 setting.
- The inspector observed the quality of education during activities, indoors and outdoors, 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 inspector read feedback provided by parents to gather their views.
- 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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