

Childminder report

Inspection date: 6 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the warm and welcoming home. The childminder spends time getting to know children and their families building positive relationships. She is caring and attentive and shows that she enjoys spending time with the children. The childminder uses her knowledge of the children to provide a good range of learning opportunities that engage and capture their interests. Children are eager to learn and explore the activities that the childminder provides. They stay focused and concentrate on their play for long periods. Children develop their small-muscle skills as they play with malleable materials, such as dough. They learn how to use tools safely and correctly as the childminder shows them how to hold and cut with scissors. Children roll and manipulate the dough into different shapes to make models. The childminder talks with the children and introduces additional resources to sustain their interest and enjoyment and to extend their learning.

Children behave very well. The childminder is a positive role model. She is clear and consistent in her approach and offers lots of praise and encouragement. Children respond appropriately and show a good understanding of the boundaries. They demonstrate positive friendships and play harmoniously together. Children are polite, share toys and take turns with their friends.

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

- The childminder has sought support from the local authority and undertaken some training since her last inspection. This has enabled her to refresh her knowledge and understanding and to reflect effectively on her practice. For example, the childminder has adapted her interactions with children to ensure that they are offered challenge, helping them to build on what they already know.
- The childminder knows children well and has a clear intent for their learning. She makes regular assessments and uses this information to plan a curriculum that is based on children's interests, current level of development and what they need to know next. She provides them with a range of resources that are thoughtfully chosen to extend their learning. All children are well prepared for the next stage in learning.
- Children are provided with a variety of experiences in the local community. They visit local community groups, the library, and go on outings with other childminders. These experiences support children's sense of belonging in their community. However, although the childminder provides some activities to help children learn about cultural celebrations, she does not provide ongoing opportunities that help them gain a greater awareness of different cultures, abilities and genders.

- The childminder supports children's communication and language skills well. She models language well and builds on children's vocabulary by introducing new words. The childminder asks questions and gives children time to listen and think before they respond. Children confidently share what they know and remember about previous experiences and events. The childminder has a range of books and regularly reads to children. However, children are not as inspired to independently access books, to further promote their love for books and foster their interest in early literacy.
- Partnerships with parents are good. Parents speak highly about the quality of care and education that their children receive and the positive impact that this has had on their learning. The childminder ensures that parents are kept well informed about their children's learning and development and how this can be extended at home. For example, she regularly shares photos and verbal updates with parents. Furthermore, the childminder works successfully with other providers to ensure that children's needs continue to be met when they move between settings.
- Children's hygiene practice is promoted well. They understand the importance of washing their hands to stay safe and well. For instance, children wash their hands after using the toilet and before they eat. As they do this, they talk about why it is important to wash the germs away. Children are developing strong foundations in their self-care skills and understanding of good hygiene routines.
- The childminder introduces mathematical concepts into children's daily routines. For example, she encourages children to count the stairs on the way to bathroom. She helps children to recognise different colours and shapes in the environment. As children play with cars, she introduces language such as 'bigger', 'smaller', 'over' and 'under'. These opportunities help to support children's mathematical development.

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:

- extend opportunities for children to understand and respect people, families and communities beyond their own
- develop ways to further capture children's interest in books to fully support the development of early literacy skills.

Setting details

Unique reference number	221336
Local authority	West Northamptonshire
Inspection number	10286167
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 March 2023

Information about this early years setting

The childminder registered in 1997 and lives in Milton Malsor, Northamptonshire. She operates all year round from 8.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke with parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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