

Childminder report

Inspection date: 3 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder offers a warm and welcoming environment. Children demonstrate that they feel safe and secure. As they arrive, they greet the childminder with a hug and rush inside to see their friends. Young babies put their arms out to the childminder to be picked up. They look at the childminder with a beaming smile and show interest in exploring their surroundings. For example, they laugh as they use a light up toy that flashes. The childminder praises them and they copy as she claps her hands. This supports children's emotional well-being.

Children are encouraged to be as independent as possible. They confidently put their shoes and coats on before going with the childminder to walk to school. Three-year-old children find pulling the zip up on their coat difficult but show perseverance in trying. Seven-year-old children congratulate the younger children on their achievements when they succeed and say 'well done'.

Children behave very well. There are clear routines and rules in place. For example, on the morning school run, children know to stop and wait by the kerb. They wait for the childminder to check it is safe to cross. This is because the childminder has high expectations.

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

- The childminder recognises that over the COVID-19 pandemic, children have not always had the opportunity to explore outdoor spaces and develop their physical skills. She takes the children on a range of walks and to parks in the local area. This supports them to develop healthy habits and aids their physical development. This opportunity broadens the experiences children have at home.
- The childminder asks children questions to extend their learning. She gives them time to consider what they want to say before they respond. For example, when making penguin pictures, children are asked where penguins might live or what penguins might eat. This helps children to learn about the world around them. However, they are not always given the opportunity to explore independently to develop their problem-solving skills. For example, during creative activities, adults are sometimes too directive and children do not have the opportunity to solve problems themselves.
- The childminder and her assistant know the children they care for very well. They plan activities following children's interests and next steps. The childminder and her assistant interact with children as they play. They recognise that some children find it difficult to maintain their attention on activities. However, sometimes, children wait for too long for the childminder to start activities. This means they find it difficult to concentrate and engage with activities for sustained periods of time as they have already been sitting and waiting.

- The childminder provides opportunities for children to develop their counting skills. They listen carefully as she shares a counting book with them. Children use play dough balls to represent different numbers. They show confidence in counting the play dough balls they have made. When children count too many play dough balls, the childminder encourages them to go back and count again, squashing the play dough as they do so they know they have counted it.
- The childminder reflects on the provision she is providing and can identify what she is doing well. She shows a commitment to developing her practice further. The childminder talks to her assistant regularly about what has worked well with activities and what could be even better next time. This demonstrates an understanding of continually improving practice.
- Parents are very positive about the care the childminder provides. They comment that the childminder is 'nurturing and kind', and say they would recommend her to other parents looking for a childminder. Parents comment the childminder has fully supported their children with tasks such as toilet training. Parents know what their children need to learn next and appreciate the suggested activities the childminder provides. The childminder has good communication with the different settings children attend, and messages are always passed on. This supports consistent communication between different settings and home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to keep children safe from harm. They have a secure knowledge of the signs and symptoms of abuse, and know who they would report to if they have concerns about a child's welfare. The childminder has attended a safeguarding course to update her knowledge. She shares any updates to safeguarding practice with her assistant and regularly checks that her assistant's knowledge is secure. There is a clear evacuation route in place if children need to exit the home quickly in case of a fire. Risk assessments have been completed to ensure any risks in the home are minimised.

What does the setting need to do to improve?

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

- plan adult-led activities more precisely to ensure children do not wait too long to start and to support children to engage with and concentrate on the activity
- provide more opportunities for children to develop their problem-solving skills.

Setting details

Unique reference number	2508236
Local authority	North Northamptonshire
Inspection number	10207776
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Kettering, Northamptonshire. She operates Monday to Friday all year round from 7.30am until 5.30pm, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children. She works with an assistant.

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 inspector was given a tour of the premises by the childminder.
- The childminder discussed with the inspector how she plans the curriculum for the children.
- The inspector spoke to two parents on the day of the inspection. Written feedback was also viewed and taken into account.
- The inspector looked at a sample of documentation, including suitability records of people living in the household.
- The inspector spoke to children at appropriate times during the inspection.

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 2021