

Childminder report

Inspection date: 26 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder warmly greets children with cuddles as parents drop them off. Children form strong relationships with the childminder and demonstrate that they feel safe and secure. They confidently explore the activities the childminder provides, which follow their interests. For example, children enjoy splashing in water. The childminder supports children's language development by saying words such as 'splash' and 'scoop' as they play. Children develop their physical skills outside as they learn to climb steps on the slide. The childminder introduces numbers one to four as she helps children to count the steps. Children smile and giggle as they reach the top and slide themselves down. They learn about the world around them as they participate in real-life experiences. Children intently watch as the childminder shows them recently hatched chicks. They join in discussions about the food and water they will need to help them grow.

Children's behaviour is good. They react positively when the childminder encourages them to share toys. The childminder teaches children to keep safe by encouraging them not to climb on tables in case they fall. Children know the daily routine well. For example, they help to set up their bed ready to sleep after lunch. The childminder encourages children to develop their independence. She gives them opportunities to use a cup with no lid as they learn how not to spill their drink.

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

- The childminder gathers information regarding individual children from their parents during settling-in sessions. She uses this information to help new children settle quickly. Parents are pleased with feedback they receive from the childminder about their child's learning and development. This keeps parents up to date with how their child is progressing. Parents report they are 'so happy' with the care their children receive.
- The childminder knows the children in her care well. She has a good understanding of their individual development needs. The childminder observes children to find out what they already know and can do. She takes into account their interests and mainly plans activities to meet their learning needs. This enables children to progress well overall. However, at times, the childminder does not plan and organise activities carefully enough to challenge children's learning even further.
- Children happily engage in a range of activities that covers the seven areas of learning. For example, children take part in a painting activity. They develop their physical and creative skills as they learn how to make marks with forks they dip in yellow paint. The childminder encourages children to feel the texture of the paint on their hands. Children show her their finished pictures and hold

them up with a smile on their faces. The childminder praises them. This develops children's confidence and gives them a sense of pride in what they have achieved.

- Children demonstrate a love of songs and books. This supports their communication and language development. Children recall familiar songs and spontaneously say words they remember such as 'row, row'. The childminder responds by singing the song to them. Children snuggle next to the childminder as she reads a story about animals. They point to a picture of a chick and say 'chick'. Children start to make connections as they listen to the story and point to the childminder's real chicks.
- The childminder gives children opportunities to further develop their independence. She supports the youngest of children to learn to use a spoon when eating a yoghurt. Children confidently wash their hands after stroking the chicks and before mealtimes. This encourages them to learn about good hygiene routines. The childminder plans regular trips to the local library and the park. This allows children to learn about their community.
- The childminder is proactive when it comes to keeping her knowledge up to date. For example, she engages in training to enhance her understanding of new guidelines within early years. The childminder has good links with the local school. She liaises with staff to find out what they want children to be able to do when they enter Reception year. This allows her to support children to be ready for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to safeguard children. She understands what would cause her concern about children's safety or welfare and how to report these worries. She has appropriate policies and procedures which she shares with parents during settling-in sessions. The childminder keeps her knowledge up to date by attending safeguarding training. This includes how to recognise if a child is being drawn into extremism. The childminder has safety gates to stop children from accessing the stairs unsupervised. This enables her to keep children safe from potential harm.

What does the setting need to do to improve?

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

- improve how activities are planned and organised to further challenge children's learning.

Setting details

Unique reference number	2512945
Local authority	West Northamptonshire
Inspection number	10207832
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	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the village of Long Buckby, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 her evaluation of the setting.
- The inspector and the childminder observed activities in the indoor and outdoor learning environments used by children. The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents shared their views with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of education being provided assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- A sample of relevant documentation was viewed by the inspector, including children's files and policies.

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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