

Childminder report

Inspection date:

26 July 2022

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder demonstrates exceptional passion and enthusiasm. She provides the very best early education to the children in her care. Children feel safe and content to start their day as the childminder welcomes them with a large, warm smile and cheery greetings. For example, she says, 'How are you today, what shall we have for breakfast?'

The children have a very secure relationship with the childminder. They settle immediately into their daily routine as they remove their shoes and place them neatly by the front door. The children are emotionally secure. They learn how to care for themselves, for example as they wash their hands and dry them on their personally labelled towels. The table is already set for breakfast as the children climb up on the chairs and sit in anticipation. They make their own choices for their first meal of the day. Children show great self-control and persist as they use spoons to transport cereal into their bowls independently. The childminder is extremely supportive and encouraging of children as they count every scoop. Children are incredibly kind and polite. They respond positively to the childminder's high expectations and aspirations for behaviour.

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

- The childminder supports children's love of books through sensory play to motivate and excite them. She promotes the story language and creates an imaginative world for them. Children are keen and excited to learn. They enthusiastically say 'swishy, swashy', both quickly and slowly. They chant and echo the rhyming words with smiles and laughter. As the childminder reads the story, the children excitedly predict what will happen next. The childminder includes multi-sensory experiences, such as foil for the 'rustling leaves' and cold water for 'crossing the river'. The children immerse themselves in the story. They are physically active, as they pretend to stomp in the squelchy mud with big strides and then travel tenderly on their tiptoes. Children change their facial expressions as they pretend to be the characters from the story.
- The childminder carries out timely observation, assessment and evaluation of children's learning. This informs the well-planned and sequenced curriculum. The children make excellent progress through purposeful and challenging learning. The childminder diligently reflects on her own practice actively, during the daily learning. This builds on the overall quality of education and her curriculum.
- Children receive effective care routines. These help them to feel secure and enable them to explore and learn independently. Children access resources freely. For example, they choose to take the toy vehicles outside to play races down the slide. They negotiate as they play. For example, they say, 'I'll sit here

and catch the cars.' The childminder asks children if they want to measure how far the vehicles travel. The children use their fingers to show the number of cars in the race. The childminder actively listens to children and knows how and when to extend their play experiences. New resources are skilfully added, such as a bubble machine. The children run and try to catch the bubbles with laughter and smiles, chanting 'bubbles, bubbles'.

- The childminder seeks regular feedback from parents to maintain the highest standards. She knows that this partnership is essential to ensure the best outcomes for children. Parents are highly complimentary about the childminder and describe her setting as being 'just like a home from home'. The childminder informs parents about their children's next steps and shares information daily.
- The childminder creates an enriching and inclusive environment. Children develop an excellent understanding of other cultures and people. The childminder works with parents to develop language cards to support children's first language. These are used to develop the children's understanding of new words. The children have family books with photos of their parents and grandparents, who live in a different country. This strengthens their sense of belonging.
- The childminder develops children's understanding of language. She uses pictures and signs to support handwashing and toileting routines. The childminder labels objects, using words and supporting photos, to help children's understanding and spoken language. When the children say, 'I have an ambulance', she extends the sentence as she responds, 'It's an ambulance vehicle, what do they do?' The childminder mimics the sound of an emergency vehicle, and the children repeat the sound. She extends the conversation by asking questions about the speed the vehicle travels at and the colour of the lights. When children say, 'I have a nana car', the childminder replies, 'Yes, you have a banana car.' This ensures that the children hear the correct pronunciation for the word they are trying to say.
- The childminder promotes children's independence so that they are ready for the next stage of their education. Children help themselves to water from a water bottle with a tap and fill their own cups. They have access to fresh fruit in a bowl. The childminder supports children to develop spreading skills at snack time by using hand-over-hand support. She reinforces children's understanding of mathematical language as she tells them that it is cut in 'half'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent commitment to her own professional development. She is eager to further expand her knowledge through targeted training. The childminder has an excellent safeguarding knowledge. She can confidently identify signs and symptoms that may indicate abuse or neglect. The childminder understands her duty to safeguard all children in her care, and she knows who to contact if she has a concern. Children's safety is paramount. The childminder regularly risk assesses her home and the places she visits. This ensures

that they are suitable and safe for the children she looks after. The childminder's home and garden are secure. Therefore, children are safe and protected.

Setting details

Unique reference number	2529246
Local authority	West Northamptonshire
Inspection number	10208404
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Northampton. She operates all year round from 8am to 6pm, Monday to Wednesday, except for family holidays. The childminder holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Jamila Hussain

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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to parents during the inspection 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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