

Childminder report

Inspection date: 20 June 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

Children are happy and settled in this inviting 'home-from-home' environment. They show that they feel safe and secure. Children are kind and considerate to each other. For example, they show affection as they offer cuddles to one another. They explore the environment freely, where they make choices about what they would like to play with. This encourages children to be independent. Children have a strong understanding of the world around them. They enjoy visiting the childminder's allotment, where they plant carrot seeds and learn how they grow.

Children make good progress in their development. This is because the childminder understands their individual learning needs and has an accurate knowledge of their abilities. Children benefit from a wide range of activities which meet their interests. For example, they play creatively using pretend woodworking tools. Children enjoy activities which support their physical development. They choose from a range of activities both indoors and outside. Children enjoy navigating space out in the garden as they ride on sit-on diggers. They develop upper body strength as they manoeuvre the scoop and pretend to dig the ground. Children develop strength in their legs as they climb up steps to the slide, turn themselves round and slide down. They are supervised well by the childminder to promote their safety. For example, children are encouraged to 'be careful' when they climb down steps in the garden.

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

- Partnerships with parents are strong. The childminder keeps parents up to date regarding their own children's learning. Parents speak highly of the childminder. They feel reassured that their children are safe in her care. They state children cannot wait to attend and show their excitement as they get ready.
- Children have daily opportunities to access a wide range of resources to support their physical development. Together, they use small garden tools to rake and straighten wooden bark outside. Children have daily opportunities to be physically active and this helps children to develop their large- and small-motor skills.
- The childminder knows children well. Information gathered from parents enables the childminder to plan activities based on children's interests. She finds out about what children already know and can do. The childminder uses this information to support children's learning.
- The childminder has care plans in place for each individual child. These help her to support those children with any additional care requirements. The childminder informs parents when a child has been given first aid. This enables them to monitor children at home, when necessary.
- The childminder interacts well with the children and is a good role model.

However, she does not always maintain boundaries consistently or help children to understand the expected rules when playing together.

- Overall, the childminder supports children's communication and language skills well. She encourages children's discussions and introduces descriptive words as she plays alongside them. For example, as children build a tower and then knock it down, she says, 'One, two, three, crash!'. However, at times, the childminder uses long, complex sentences which are difficult for younger children to understand.
- The childminder ensures children's good health. She encourages children to follow good hand-hygiene routines. For example, children wash their hands before they eat and after visiting the bathroom. Children enjoy eating a healthy range of foods. The childminder supports them to understand about healthy eating. She encourages children to try new foods and praises them for having a taste.
- The childminder has identified that, due to the COVID-19 pandemic, children have had fewer opportunities to mix and socialise with other children. Because of this, she takes children to different groups, such as soft-play centres. This provides children with opportunities to play and interact with other children of a similar age.
- The childminder encourages children's love of books. Children sit together with the childminder to listen to stories. They snuggle in close and listen well. The childminder involves them in the story. For example, she encourages them to feel the different textures on the pages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of local safeguarding procedures. She has effective policies and procedures in place to keep children safe. The childminder is vigilant of the signs that may indicate a child is at risk of harm. This includes being able to identify if children are being exposed to radicalisation. She knows who to report any concerns to about children's welfare. This contributes to keeping children safe. The childminder supervises children well, and carries out regular risk assessment to minimise any risks for children.

What does the setting need to do to improve?

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

- strengthen skills in order to further support children to understand behaviour boundaries and the expected rules when playing together
- develop the teaching of communication and language to extend and increase children's vocabulary and acquisition of new words.

Setting details

Unique reference number	2534418
Local authority	West Northamptonshire
Inspection number	10215163
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 10
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. She lives in Nether Heyford, Northamptonshire. The childminder operates from Monday to Friday, between 8am and 6.30pm, all year round, apart from bank holidays and family holidays. She holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- This was the first routine inspection the provider 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 provision.
- The childminder guided the inspector around the provision during a learning discussion.
- The childminder explained her curriculum and how she knows what children already know and what they need to learn next.
- The inspector carried out an observation of an activity. The childminder and inspector reflected upon this together.
- The inspector looked at relevant documentation.
- The inspector considered written feedback from parents to gain their view of the setting.
- The inspector observed the quality of education that is provided, both indoors and outdoors, and assessed the impact on children's learning.

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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