

Childminder report

Inspection date: 11 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

Children demonstrate they are happy and settled when in the childminder's care. One-year-old children laugh in delight as the childminder counts down from five and says, 'blast off' as she lifts children out of their highchair. Children know what to expect as the childminder explains what she is going to do next. This supports them to feel safe and secure.

When children start with the childminder, they settle quickly due to the extended settling-in sessions the childminder offers. Children visit the childminder's home with their parents or carers once a week over several months. By the time children are left by their parents, they separate confidently and the childminder knows them very well. Children have strong relationships with the childminder.

Children are encouraged by the childminder to be independent. When children wake up from their nap, the childminder encourages them to hold their cup and have a drink of water. The childminder shows children what to do and praises them when they have a go themselves and succeed. She has high expectations of what children can do. At snack time, the childminder encourages children to say 'thank you' when she passes them a piece of watermelon. Children benefit from activities planned by the childminder which build on what they already know and can do.

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

- The childminder plans activities to broaden the experiences children have at home. For example, children show an interest in animals as they play with toy pigs at the childminder's home. The childminder takes children to a local farm so they can find out more about pigs and other animals. One-year-old children learn about the sounds different animals make. This helps children to find out about the world around them.
- The childminder knows the children she is caring for very well. She observes children and plans appropriate next steps to help children progress. She matches activities to children's interests which helps them show positive attitudes to learning. For example, the childminder recognises children are keen to take part in sensory activities so she provides a range of opportunities such as exploring crushed cereal.
- The childminder supports children to develop their speaking and listening skills. She praises children when they respond to simple instructions. When children attempt to say words, she repeats words back to them so they learn how to say words correctly. However, at times, the childminder steps in too quickly to help children. When children play peek-a-boo with the childminder, she helps them too quickly to unravel their fabric so they do not always have the chance to solve problems themselves.

- The childminder has effective procedures in place to promote children's health. She washes her hands before preparing children's snack. The childminder makes sure children wash their hands before eating. When completing personal care routines, she talks to children about what she is doing so they are prepared. She ensures change mats are disinfected before and after use. Children develop good hygiene habits.
- The childminder is a reflective practitioner. Since she registered, she has adapted her provision to include less resources as she feels this means children are more engaged in their play. She has identified how she would like to improve further, such as developing the outdoor provision.
- Partnership with parents is effective. The childminder kept in touch with children who were not able to attend due to the COVID-19 pandemic. She spoke to children and parents weekly by video call. This helped to maintain positive relationships between the childminder and children. The childminder provides ideas to parents about how they can support their children's learning at home. Parents say they feel well informed about how their children are progressing with their learning and development. They say how much they trust the childminder and feel their children are cared for very well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out visual checks of the areas of her home used by children to ensure any hazards are removed and each area is safe. She has a good understanding of how to keep children safe from harm. Since she registered, the childminder has undertaken a range of training about different aspects of safeguarding such as female genital mutilation and the 'Prevent' duty. The childminder feels confident to identify signs and symptoms of abuse. Her safeguarding policy contains contact details for relevant organisations.

What does the setting need to do to improve?

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

- allow children more time to develop their problem-solving skills when exploring independently.

Setting details

Unique reference number	2536209
Local authority	West Northamptonshire
Inspection number	10215210
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Upton, Northamptonshire. The childminder operates all year round, Monday to Friday from 8am until 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level three. She provides funded early education for four-year-old children.

Information about this inspection

Inspector

Emily Lofts

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Written feedback from parents was viewed and their views taken into account.
- The childminder provided the inspector with a sample of key documentation on request, including evidence to show the suitability of household members.

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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