

Childminder report

Inspection date: 31 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 arrive smiling and excited to learn at the nurturing, home-from-home environment created by the childminder. They have strong relationships with the childminder and feel safe in her care. This supports children's emotional well-being and confidence to explore the environment. Children are independent from a young age. They wash their hands without prompting ready for snack time. Children develop their physical skills as the childminder helps them turn the handle of an apple peeling machine. They keep trying, even when it is difficult, and enjoy the praise given by the childminder. Children know what the childminder expects of them during the day. They tidy away resources when they have finished and listen to each other during group time. Children develop friendships with others of all ages. They invite other children into their play and happily share toys with them.

Children are curious and confidently ask the childminder questions about a snail they find in the garden. They are keen to share their knowledge about the shell and eyes with their friends. The childminder supports the children to discover a way of looking at the snail's mouth by putting it on the translucent art easel. Children are in awe as they talk about how the snail moves, learning new vocabulary from the childminder, including 'slither'. They are keen to try things for themselves and solve problems they face, for example working out how to get the snail off the easel without hurting it.

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

- The childminder understands what each child knows and can do. She considers the experiences they have at home. She uses this information to plan opportunities that help children develop. The childminder works closely alongside parents and carers to plan how to support children with what they need to learn next. She has a good relationship with staff at the local nursery that some of the children also attend, and she shares all relevant information about children with them.
- The childminder encourages children to practise holding paintbrushes and make large arm movements as they paint pictures outside, developing their physical abilities. She explains the different colours to children as they paint. She helps them mix new colours and talks to the children about the marks they are making.
- The childminder supports children to develop a love of stories and songs. Children patiently wait their turn to pick a toy out of a bag that helps them decide which song they should all sing. The childminder motivates the children to join in with different actions and words. Children all laugh and clap as they pretend to sleep and hop around like a 'bunny'. At times, the childminder's interactions with the youngest children are too complex. For example, she does

not always repeat simple key words or use simple instructions. Therefore, some of the youngest children do not develop their speech as much as they could.

- The childminder reminds children to try things for themselves. She encourages them to persevere when tearing pieces of masking tape to create pretend glasses. She helps them think about how to solve problems they face. For example, she talks to children to help them decide the right width of tape to use.
- Children behave well and know the clear boundaries set by the childminder. Older children are encouraged to role model good behaviours to younger children. They help younger children understand how to behave by saying 'stop, no thank you'. Children listen to each other and make room for their friends at the art table so they can all join in with drawing.
- The childminder is reflective about her practice. She recognises that not all children in her care have the opportunity to interact with children of their own age. The childminder has created a childminding group to further encourage children to mix and develop their social skills. She actively works alongside other childminders to share good practice ideas and further develop her knowledge and skills.
- The childminder seeks parents' views on her service. Parents comment positively on her 'commitment to offering the best experiences and education possible'.
- The childminder provides children with opportunities to learn about the world around them. She regularly visits a private wood with other childminders to develop the children's skills and knowledge in a different outdoor environment. Children learn vital life skills such as fire safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in keeping children safe. She has a clear understanding of appropriate other professionals or services to report concerns to, such as the safeguarding team. The childminder takes steps to ensure children's safety when on walks and in the community. She demonstrates a good knowledge of the signs and symptoms that may indicate a child or family is at risk of harm. The childminder has a clear safeguarding procedure and keeps her knowledge up to date, including how to keep children safe when using technology. She checks her home and garden regularly to ensure they are safe and secure environments for children. She has a robust visitor procedure and ensures the suitability of anyone living on the premises.

What does the setting need to do to improve?

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

- develop interactions with younger children to further enhance children's

vocabulary and communication skills.

Setting details

Unique reference number	2539169
Local authority	North Northamptonshire
Inspection number	10208651
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
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. She operates from Monday to Friday, 8am until 6pm, all year round except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

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 childminder and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The childminder and the inspector observed and evaluated an activity.
- The inspector observed children of all ages throughout the setting.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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