

Childminder report

Inspection date: 21 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 cared for by the childminder and her assistants in a welcoming and homely environment. They all sit together at mealtimes around a large table, sharing this social experience. During these times, younger children develop their communication and language skills as they listen attentively to adults and older children talk. Younger children are praised when they make sounds and use simple sign language to ask for what they want. All children demonstrate they feel safe and emotionally secure. Staff encourage this as they provide constant reassurance and support. This helps children become confident communicators and build on what they already know and can say.

Older children build their friendships as they play in the garden. They practise the social skills they have learned as they cooperate and help each other in their play. For example, one child helps another by holding a container for them. They use their hand control to steady the container so that their friend can carefully pour in water. These children explore and investigate together as they make a potion. The childminder and an assistant extend this learning further by offering dried herbs. The children take it in turns to add these dried herbs to the water. They are proud to show off their creations and are encouraged by the praise that they receive.

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

- The childminder focuses on supporting children's communication and language development. She understands this as a prime area of development and important for all children, but especially the younger children. She supports this area of learning through singing songs with children and taking them to sign language groups in the community. Visits such as these provide children with an experience that they do not get elsewhere.
- The childminder has pet guinea pigs which the children help to look after. Children help to feed them and learn what they need to be healthy. This experience develops their understanding of the world and helps children understand how to care for living creatures.
- The childminder supports children to understand the ways in which they are special. She works with the children to create a personalised dolls house. Children decorate wooden people to look like themselves. This helps children recognise what makes them and their friends unique.
- The childminder cares for children of mixed ages. One-to-one time is scheduled to support older children develop more-complex skills, such as cutting with scissors. This is helping these children get ready for the next stages of their education. However, during general planned group times, activities are not always challenging enough for older children to stretch their thinking.
- Children are developing their understanding of the rules and boundaries of the

setting as part of their personal, social, and emotional development. On the whole, children behave well. However, at times, younger children do not receive consistent messages. The childminder and her assistants sometimes forget to explain how their behaviour can have a negative impact on others. This means that occasionally, younger children are left thinking that behaviour is good when it probably is not.

- The childminder is enthusiastic about supporting her own continued professional development, and that of her assistants. Training undertaken is relevant and benefits children as we recover from the COVID-19 pandemic. For example, an assistant has recently completed training in developing ways to support children's well-being. She has created a well-being basket where children can access resources such as, 'fiddle toys' which help them relax.
- Parents speak highly of the childminder and her assistants. They explain that children have made good progress while being in their care, especially in relation to their communication and language development. Parents of children with special educational needs and/or disabilities comment on the adaptations the childminder makes for their children. They describe the childminder and her assistants as caring and inclusive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are confident about their safeguarding responsibilities. They know what to look out for that might suggest a child is at risk of harm, in their home or the community. They understand how to respond if they have a concern of this nature. The childminder is knowledgeable about local safeguarding concerns; she subscribes to electronic newsletter updates from trusted sources. The childminder follows a robust recruitment procedure. She ensures the ongoing suitability of assistants to fulfil their roles. The childminder knows what to do if an allegation is made against herself, a member of her household, or one of her assistants.

What does the setting need to do to improve?

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

- consider how general group activities can be adapted to stretch the thinking and extend the development of older children
- continue to support younger children to develop their social and emotional skills in order for them to manage their own feelings and behaviour and to understand how these have an impact on others.

Setting details

Unique reference number	2567467
Local authority	West Northamptonshire
Inspection number	10239221
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 11
Total number of places	10
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2020 and operates from Long Buckby in Northamptonshire. She employs two assistants. Both assistants hold relevant level 3 qualifications. The childminder is open Monday to Friday, all year round, with the exception of bank holidays and family holidays. Care is offered from 7am until 6pm. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

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 provision.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a singing activity with the childminder.
- The inspector spoke to two parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022