

Childminder report

Inspection date: 8 July 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 enjoy their time with the childminder and her assistant. They choose how they want to play and engage positively with a range of learning opportunities. Children settle quickly and are keen to explore books and listen to the stories adults read to them.

The childminder has clear expectations of children and their behaviour, consequently children try hard to follow simple rules. They develop an understanding of the routines at the childminder's house and learn how to keep themselves safe. For example, all children, including two-year-olds, know they must wear a hat when they play outside in the sun. Children are encouraged to be independent. They learn to manage their own shoes before they go outside to play. The childminder encourages them to keep trying before she helps them with their laces and fastenings.

Children are confident with the childminder. They are keen to show her what they want to do and eagerly seek her support. Two-year-olds build blocks and tentatively stack them into a high tower. When it starts to wobble, they look to the childminder for encouragement. With her guidance and support they build even higher and then squeal with joy when the tower eventually topples over.

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

- The childminder finds out about children and their experiences at home. Children and their parents complete an 'All about me form' when they first start with the childminder. The childminder uses this information to support children to do things they might not be able to do at home. For example, children learn about the natural environment when they walk in the woods and enjoy developing their large physical skills, such as running and jumping, when they visit Stanwick Lakes.
- The childminder uses books, songs and rhymes to develop children's communication skills and broaden their vocabulary. Children choose freely from a range of books and enjoy exploring the images they see. They remember the rhymes and actions that go with the pictures they find and are keen to practise them. Children enthusiastically sing 'Row, Row, Row Your Boat' and eagerly anticipate tickles and alligator snaps when they get to the end.
- The childminder uses a good range of outdoor activities to develop children's skills and awareness of mathematics. Children name colours when they choose a pot to plant a marigold in. The childminder encourages them to estimate the amount of compost they might need. Children talk about needing 'more' or 'less', compare the sizes of the spades they are using and count the scoops of compost they carefully pour around their plant.

- Children are supported to remember what they already know and to use this in their play. For example, they practise using the mathematical language and concepts from an earlier activity as they play in the water. However, the childminder does not always extend children's thinking beyond what they already know, or support their curiosity to find things out. For instance, children understand how to fill and empty containers, but the childminder does not support them to understand why the water drains from the colander quicker than they can fill it up.
- Children enjoy adult company and actively seek out the childminder and her assistant. They are confident in their requests for different resources, such as for drawing and painting, and proudly show adults the picture they have drawn of their family. Children are less confident in their relationships with each other and often need support to wait, to share and to take turns. This means that some children will not be developing the social skills they will need as they move on to school.
- Partnership with parents is strong. Parents comment that their children are happy and settled. They enjoy feedback about their children's progress and say that effective communication systems are in place both verbally and electronically.
- The childminder observes and assesses children as they play. She uses her observations to plan a curriculum that is linked to children's interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping the children in her care safe. She has good safeguarding knowledge and knows how to identify the signs of abuse and neglect. The childminder knows the process to follow should an allegation be made against herself, her assistant or anyone in the household. There are suitable policies in place, including relevant local agency details should the childminder need to contact them. The childminder has hygiene measures to ensure the health and safety of children attending. This helps to ensure that children's needs and well-being are protected.

What does the setting need to do to improve?

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

- plan a wider range of purposeful activities, indoors and outdoors, to further extend children's curiosity and learning beyond what they already know and can do
- support all children to share, take turns and develop respectful relationships with one another.

Setting details

Unique reference number	2570154
Local authority	North Northamptonshire
Inspection number	10239291
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the town of Raunds, Northamptonshire. The childminder operates all year round from 7am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She often works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Siddons

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 observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the childminder completing activities with children.
- The inspector read written feedback from parents and used this to gather their views.
- The childminder provided the inspector with a sample of key documents, including evidence of 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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