

Childminder report

Inspection date: 10 November 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 receive a warm welcome as they arrive. They are greeted at the door with a cheery 'hello'. Children separate well from their parents and carers and eagerly rush to join their friends. Children check with the childminder to see who else will be coming to play today. They develop positive relationships with the childminder that helps them to feel safe and secure.

The homely setting is organised to support children's choices about their play and learning. Children have a positive attitude to learning and enjoy choosing from the boxes of toys available to them. They enjoy involving the childminder in their activities and games. For example, children find a box of balls. One child works with the childminder to operate a small ball launcher, while another enjoys rolling their ball to the childminder and catching it when she rolls it back.

The childminder knows the children well. She is attentive to their individual needs. The childminder understands where children are in their development and uses play and games to develop their skills and knowledge. For example, very young children enjoy sitting on a low chair and practise getting on and off. This helps them to be confident in the garden when they climb the steps to the slide and sit down at the top.

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

- Parents and carers are confident that their children are safe with the childminder. They say that she shares information with them about their child's development during daily handovers. Parents comment that children learn to do things with the childminder that they might not experience at home, such as art and craft activities and messy play. Parents and carers enjoy hearing the songs and rhymes children learn and attribute their growing social skills to time spent with the childminder and the friends they make.
- The childminder uses an 'All About Me' form to find out about children before they start. She reviews this with parents and carers so that her knowledge of children's circumstances is up to date. The childminder uses the information she gathers to plan suitable activities and experiences for children to take part in.
- The childminder encourages children to develop problem solving and early mathematics skills as they play and explore. She encourages them to name colours and shapes. They count the trucks and diggers as they line them up on the floor. Children enjoy peering at each other through wooden shapes with coloured plastic windows. She challenges and supports them to fit the shapes back into the box when they have finished playing with them.
- Children enjoy drawing on magnetic boards and are keen to show the childminder their pictures. The childminder supports children's language

development by providing the correct pronunciation for the words they use. For example, she says 'helicopter' when a child shows her the 'topper' they have drawn. Children gather around the childminder as they explore a selection of animals and laugh and giggle when they make animal sounds together.

- Children thoroughly enjoy being outside. The childminder encourages them to listen to environmental sounds, such as a drill in a neighbouring garden, and then discusses with them what the sound might be. Children enjoy mixing water and compost and find conkers and minibeasts in a tray. They delight in making puddles and shout 'stomp' when they stamp and splash in them. Children laugh and dance as they try to catch the bubbles they create with a bubble wand.
- Children are starting to develop an understanding of routines and self-care. They know they wash their hands before snack and put their coats on to go out to play. However, the childminder does not consistently support children to do things for themselves. For example, children are not always encouraged to dress themselves after nappy changes or wipe their own noses.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends online training to support her to develop her practice. For example, recent training focused on supporting children's development has helped the childminder to understand how to plan and link activities to children's individual developmental needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes a daily risk assessment of her home and garden to ensure that it is safe for children. She understands the main types of abuse and how to recognise the signs and symptoms of abuse and neglect. The childminder knows who to contact if she has concerns about a child or needs advice and guidance. She has attended regular safeguarding training and has participated in additional training on the 'Prevent' duty and county lines. This helps her to know how to remain vigilant and support families to keep their children safe.

What does the setting need to do to improve?

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

- further develop children's skills and independence by consistently allowing them to carry out self-care tasks by themselves.

Setting details

Unique reference number	2577333
Local authority	North Northamptonshire
Inspection number	10250923
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Irthlingborough, Northamptonshire. She operates all year round, from 7.30am until 17.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She 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 childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents/carers in order to gather their views.
- The childminder provided the inspector with a sample of key documentation, including evidence of her suitability.

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