

Childminder report

Inspection date:

21 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 are happy and content in the home-from-home setting. They go to the childminder for cuddles and invite her to play, showing they feel safe and secure. They confidently explore their environment and make choices about their play, as they discover what is in the toy boxes. Children's well-being is at the heart of the setting. They find comfort within their daily routine, as they happily lie on the changing mat to have their nappies changed before nap time. They develop independence, as they confidently feed themselves at mealtimes and show pride when tidying toys away.

Behaviour is well supported by the childminder's calm and attentive nature. Children behave well and are taught to be kind to one another during play. They learn to take turns and share resources. Children are supported to use good manners and are beginning to follow instructions.

Children show a positive attitude to learning as they become engaged in play. They press buttons, listen to the music and dance along, smiling with joy. Children select their favourite book and eagerly sit down with the childminder. They listen intently to their favourite story about a 'cheeky monkey'. Children engage with the story, waving at the monkey and playing peekaboo as they giggle with surprise when the monkey pops up.

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

- The childminder plans a curriculum that meets the developing needs of the children. She has a good awareness of child development and supports children to learn the skills and attitudes they need, to be ready for their next stage of development.
- Children make good progress with the childminder. She knows the children well and understands how they are developing and what they need to learn next. The childminder gathers information about the children from their parents during the settling-in process, to gain children's developmental starting points. The childminder uses her observations and assessments effectively, to plan activities to support children to develop in all areas of learning.
- Communication and language are consistently taught by the childminder. The childminder models language as she talks to the children throughout the day. She listens and responds to them and she repeats words to babies as they attempt to communicate. The childminder uses action songs and story time to support children to learn new words.
- The childminder introduces age-appropriate mathematical concepts during play. For example, the childminder encourages children to count the blocks and uses positional language as they build structures. She supports children to recognise

shapes as they play with shape sorters.

- Children learn from a very early age that good hygiene is important. For example, children learn the importance of handwashing. Babies are given soapy water and helped to rub their hands together. Babies find comfort in their daily routines. They confidently feed themselves at mealtimes and show pride when tidying toys away.
- The childminder arranges her home effectively. Resources are easily accessible, and this encourages children to make independent choices about their play. For example, babies can freely access different toys from baskets on the floor. However, the childminder does not provide enough opportunities for babies to explore sensory play, to help them experience various textures and learn about their senses.
- Children enjoy trips to the park and days out at the farm, where they learn about the world around them. However, due to the COVID-19 pandemic, the childminder has yet to introduce children to other groups of children to support their social development further.
- Parents write that they feel well informed about their children's development. Home learning is supported well as the childminder provides parents with information about how children can be supported at home. This provides a consistent approach to children's learning and development.
- The childminder ensures her mandatory training is up to date, including first aid and safeguarding. However, the childminder does not extend her professional development to support and further develop her good practice and understanding of how children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date and understands her responsibilities to keep children safe. She is alert to possible signs that may indicate children's safety is being compromised and understands the correct procedures to follow to report any concerns to the appropriate professionals. The childminder knows the procedure to follow if an accusation is made about herself or another member of her household. She is knowledgeable about safeguarding concerns such as the effects of radicalised views and county lines. The childminder completes risk assessments of her home to ensure that the space and resources are suitable for children's use.

What does the setting need to do to improve?

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

- provide more support for the social development of young children
- enhance the use of resources that develop children's sensory experiences

- extend professional development further to support and develop good practice and raise the quality of teaching.

Setting details

Unique reference number	2578008
Local authority	West Northamptonshire
Inspection number	10250940
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives Brackley, Northamptonshire. She operates all year round, from 7.45am to 6pm, Monday to Friday, except family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Charmaine Cayton

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Children communicated with the inspector during the inspection.

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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