

Childminder report

Inspection date: 16 January 2023

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 have strong relationships with the childminder. They show they feel safe and secure in the childminder's home-from-home setting as they eagerly explore the environment and activities around them. The childminder is a positive role model. For example, she teaches children when and how to say 'please' and 'thank you'. Children are friendly and show care and concern for each other. For example, toddlers check in with babies when they become upset. They lie next to them and make babbling noises, as if they are asking them if they are alright. The childminder introduces new skills to the children. She shows them how to use a safety knife correctly as they learn to chop soft fruit. Children learn to be careful and where to put their fingers so they do not hurt themselves.

Children show a positive attitude towards their learning as they engage in activities that follow their interests. For example, children use their imagination as they use bricks and remote controls as pretend telephones. The childminder asks them who is there as they babble into the pretend telephones and say 'hiya'. Children enjoy investigating the childminder's large garden. They develop their physical skills as they practise climbing steps on a slide. The childminder introduces numbers 'one' and 'two' as they climb. Children smile and shout 'weeeee' as they slide down.

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

- The childminder offers parents and children settling-in sessions before they start. This allows her to gather information from parents about their children's needs and routines. The childminder knows the children in her care well. She has a good understanding of child development, which enables her to act quickly when she notices gaps in children's learning.
- Parents describe the childminder as 'nurturing' and 'brilliant'. They are extremely happy with the care she provides. The childminder shares information with parents about how they can support their children at home. For example, she provides ideas to parents to support their children's emotional needs. However, although parents are aware of what their children do during the day, some report that they are not always aware of their child's next steps in learning.
- The childminder supports children's communication and language development well. She continuously engages children in conversations and reads stories to them. For example, as she reads a story about wild animals, children babble back to her and try to repeat the words she introduces. She teaches them new animal names, such as 'gorilla', and encourages them to make gorilla sounds. The childminder uses simple Makaton signs to support children's communication.
- The childminder extends children's learning well. For example, as children investigate containers that used to hold herbs and spices, she encourages them to smell them. The childminder introduces words such as 'ginger' and 'oregano'

and describes what they smell like. Outside, the childminder supports children to develop their physical skills as she shows them how to kick and throw soft balls.

- Children behave well. They react positively to the childminder when asked to carry out tasks. For example, the childminder encourages children to tidy toys away. She praises them as they follow her lead, which raises their self-esteem.
- The childminder provides healthy snacks. She talks to children about the food in their lunch boxes and encourages them to try new things. Children are encouraged to wash their hands before mealtimes and after playing outside. The childminder models how to use soap to make hands clean. This enables children to start to understand what a positive hygiene routine is.
- Children are starting to learn how to do things for themselves. For example, when the childminder asks children to find their shoes to go outside, they immediately know where these are and get them independently. However, the childminder can be overly helpful in daily tasks, such as when children wash their hands. She does not always give children enough time to try to do these tasks for themselves, to further develop their independence.
- The childminder is very proactive when it comes to keeping her knowledge up to date. She attends regular training sessions to further her professional development. The childminder is reflective of her practice. For example, she is looking into ways she can develop a network with other childminders to share good practice and to create new opportunities for children to socially interact.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the different types of abuse children can be exposed to, including the signs and symptoms of female genital mutilation. She places high importance on attending regular designated safeguarding lead training to keep her knowledge up to date. The childminder is aware of the professionals she needs to report concerns to about children. She understands how to respond if an allegation is made against anyone living on the premises. This enables the childminder to keep children safe from potential harm. The childminder provides children with a safe environment as she risk assesses the areas they use.

What does the setting need to do to improve?

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

- strengthen ways to share information with parents about their children's individual next steps in learning
- provide consistent opportunities for children to carry out tasks by themselves, to further develop their independence.

Setting details

Unique reference number	2580082
Local authority	West Northamptonshire
Inspection number	10250984
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	0 to 1
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2020 and lives in Welford, Northamptonshire. She operates all year round from 7.40am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 had a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The inspector observed interactions and conversations between the childminder and the children and considered the impact these have on children's learning.
- The inspector took account of the views of parents.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation, including evidence of her suitability.
- The inspector observed a range of activities, indoors and outside, and assessed the impact on children's learning and development.

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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