

Childminder report

Inspection date: 1 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 to arrive and confidently explore the childminder's home. They have a warm and positive relationship with the childminder. Children show they feel safe and secure in her care as they reach up for hugs and happily engage with her throughout the day. They select toys and resources independently and take a lead in their play. Children make decisions for themselves as they choose what they would like to do. For example, children decide they would like to go outside in the morning.

Children enjoy the freedom of exploring the garden, which provides various opportunities for them to develop physical skills. They play on tricycles, dig in the sand and draw with chalk. Children learn to manage their own risks as they roll down a path on tricycles, skilfully using their feet to slow them down. They show determination and persevere at tricky tasks. For example, they collect water in jugs and then carefully tip these to fill the small openings in spray bottles, before using these to squirt at the bubbles in the water tray.

Children show a positive attitude to learning. They confidently talk about their previous experiences, such as pumpkin carving, linking their remembered knowledge to the activity provided. The childminder supports children to remember what they learned as she talks about the size, shape and colour of pumpkins.

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

- The childminder has developed a curriculum that focuses on the individual needs of each child. She uses information gathered from parents, and from her observations and assessments, to plan activities that are based on children's interests and enjoyment. This leads to children progressing well in all areas of development.
- The children are offered a wide range of exciting play opportunities. They choose their own resources and take the lead in their own play. However, the childminder does not consistently encourage children to remain engaged in activities to further develop their concentration and motivation to learn.
- Children develop a love of books. They bring books from home to share with their friends and select stories for the childminder to read to them. They listen intently as the childminder reads enthusiastically, skilfully stopping at key points to allow children to contribute and fill the gaps.
- Children's emerging communication skills are supported well. The childminder talks to them as they play. She repeats back what children say to her and introduces new vocabulary, such as 'squish' and 'squeeze'.
- The childminder provides children with opportunities to get to know their local community and to learn about the wider world. For example, they take part in

activities, such as the harvest festival at the local church. Children enjoy trips to zoos, farms and play areas, where they extend their knowledge through first-hand experiences.

- Children are beginning to develop independence, such as washing their hands before eating. However, children are not always encouraged to be responsible for their belongings. For example, the childminder does not always help children to hang coats and put shoes away when returning from playing outside.
- The childminder provides children with home-cooked, nutritiously balanced meals. Children are taught about making healthy choices and learn that some foods are treats.
- Children's behaviour is good. They learn to share and help one another. For example, children work together to set up a racetrack and take turns to use it. Children say 'please' and 'thank you' when interacting with each other and are encouraged to use kind words.
- Parents are extremely complimentary about the childminder. They comment on how well supported they are in encouraging their children's development at home. The childminder works closely with parents to exchange information about children's progress.
- The highly-qualified childminder adopts a positive attitude towards making improvements to her provision. She constantly self-evaluates using what she has learned from the training she attends. This has a positive impact on children's learning. For example, the childminder is developing her garden to offer children a wider range of play activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators when a child may need help and knows the relevant agencies to contact for guidance. The childminder completes child protection training and is aware of the correct procedure to take should there be an allegation made against herself or a member of her household. She effectively risk assesses the premises to ensure that children are safe when in her care. She has clear procedures to ensure children's safety and regularly conducts fire drills with children so that they know what to do in an emergency.

What does the setting need to do to improve?

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

- support children to further develop their self-care and independence
- encourage children to remain engaged in activities, to further develop their concentration skills and motivation to learn.

Setting details

Unique reference number	2581213
Local authority	North Northamptonshire
Inspection number	10249101
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 7
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 Kettering, Northamptonshire. She operates all year round, from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

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 areas are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to 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 observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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