

Childminder report

Inspection date: 1 March 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 are greeted warmly by the childminder. They settle quickly and show they feel safe in her home. Children are at the heart of the childminder's provision. They regularly check to see where she is and include her in their play. Children independently select activities from a wide range of age-appropriate resources. Young children enjoy exploring a wonderful range of sensory activities. For example, children use their hands and feet to crunch cereal in a tray and pop the bubbles from a piece of bubble wrap.

Children show a love of books. They confidently select stories to share with the childminder, who skilfully brings the stories to life. For example, after reading a book about a bear hunt, the childminder takes the children to their local park and helps them to create their own bear hunt. Children confidently engage other children in their play and are friendly and outgoing towards visitors. They begin to understand their emotions as the childminder encourages them to talk about how they are feeling. Children share different ideas on how to express these emotions in appropriate ways. They are polite and use good manners throughout their play, saying 'please' and 'thank you' at appropriate times.

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

- The childminder knows the children well. She uses her knowledge of what the children can do and their interests to plan for their next steps in learning. Through her interactions, the childminder generally supports children's progress. However, this is not always consistent. At times, the childminder's assistant does not offer enough targeted support to challenge and extend children's learning.
- The childminder provides a clean and tidy learning environment for children to play and learn in. Children can access a range of activities to meet their developmental needs. For example, low-level floor tray activities are provided for the youngest children to access, such as exploring the textures of dried cereals. However, effective hygiene practices are not always carefully considered during these activities, as the childminder's dog occasionally licks the cereals while the children are still exploring them.
- Children enjoy being independent and are confident to try things out for themselves. For example, children show curiosity as they explore a range of musical instruments. They show delight as they investigate the different sounds they can create with each one. Young children move their bodies as they take part in action songs, supporting their physical development.
- The childminder supports children's emerging language by modelling good pronunciation. She comments on objects and narrates what the children are doing. This helps children to extend their vocabulary and gives meaning to their actions. The childminder asks open-ended questions and encourages children to

think before answering, waiting for them to do so.

- The childminder and her assistant have a consistent approach to managing children's behaviour. They offer lots of praise and encouragement and are good role models for the children. The childminder supports children to resolve their minor conflicts. As a result, children learn how to share and take turns.
- The childminder makes the most of spontaneous moments to promote children's mathematical skills. She uses number songs and counts objects during activities to help children learn about numbers. When playing alongside children, she uses a range of mathematical language. For example, she compares the size of different dolls and prams.
- The childminder plans regular outings. She builds on children's interests as she takes them to visit the local post office, parks and the local green area. Children can learn about nature and explore the world around them.
- Parents speak highly of the childminder. They comment that they have the utmost trust in her. From parents' initial visit, the childminder ensures that they feel informed and involved in her provision. The childminder carries out regular checks on children's development and discusses their progress with their parents. Parents comment that the childminder's home is a 'warm and loving place for their children to grow and learn'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and child protection. She can identify signs of abuse, including radicalisation, neglect and female genital mutilation. The childminder follows local safeguarding policies and procedures should she need to make a referral. She has a clear understanding of what action to take in the event of an allegation against herself or her assistant. The childminder and her assistant attend regular training to keep their child protection knowledge up to date and to help them keep children safe and well. The childminder has risk assessments in place and completes daily checks of the environment to ensure it is safe and suitable for children.

What does the setting need to do to improve?

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

- identify professional development opportunities for assistants, to strengthen skills and knowledge.
- clarify the planning of floor-based activities to ensure effective hygiene practices can be consistently maintained.

Setting details

Unique reference number	2595137
Local authority	North Northamptonshire
Inspection number	10251361
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 3
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 Kettering, Northamptonshire. She operates from 8am to 5pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder is registered to work with an assistant.

Information about this inspection

Inspector
Annette Franklin

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 viewed the provision and discussed the safety and suitability of the premises.
- During the inspection, the inspector spoke to the childminder, her assistant and the children at convenient times and considered their views.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views on the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation

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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