

# Childminder report

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Inspection date: 9 January 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| 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 relaxed with the caring and kind childminder. They show they feel safe and secure as they go to the childminder for cuddles throughout the day. Children show high levels of engagement during activities. For instance, children sit and listen intently as the childminder reads 'The Very Hungry Caterpillar'. They are deeply involved as they find and match the fruit described in the story. They try the different fruit and are encouraged to describe the taste and texture, saying, 'it's crunchy and sweet'.

Children have a positive attitude to learning, and enthusiastically carry out tasks. For example, they help collect and carry resources in preparation for an activity. This helps them to build confidence and supports independence. The children's behaviour is very good. They happily take turns and share resources and use good manners. They are kind to each other, and show they have a good understanding of emotions as they name the different expressions they see when playing games.

The childminder continues to support children who were born at the start of the COVID-19 pandemic lockdown. She is focused on building children's speech and social skills. For instance, children visit weekly gymnastic sessions, playgroups and the role-play centre, where they interact with other children and build new friendships. These outings also support children to learn about people, families and communities beyond their own.

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

- The childminder offers a broad and exciting curriculum. She uses observation, assessment and information gathered from parents to plan children's next steps in learning, building on what children already know and can do. The childminder identifies children's interests and skilfully weaves them into activities, encouraging children to remain engaged.
- Teaching skills are at a high standard, and children make good progress from their starting points. The childminder is skilled at planning interesting yet challenging activities, which meet the learning needs of the children. However, she does not always effectively use spontaneous learning moments to further extend children's learning.
- The childminder provides opportunities for children to help develop their language skills. For example, children listen to familiar songs and rhymes and have access to a wide range of books. The childminder provides children with a narrative of what they are doing, and provides keywords for children to hear as they play. These experiences help children to become confident communicators.
- Mathematics is used during activities and everyday routine. The childminder encourages children to count aloud during play, and name colours, shapes and

sizes, as they build towers.

- Children have access to a wide variety of resources and enjoy many experiences with the childminder. They take part in planned art and craft activities, which allows them to practise their small-muscle skills. However, there are not enough opportunities for children to freely access mark-making resources to practise early writing skills.
- Hygiene practises are embedded as children demonstrate washing their hands independently before mealtimes. The children remind each other of the importance of washing germs away. Oral health is promoted through books and activities. For example, children use toothbrushes to pretend to clean plaque from the dirty teeth boards.
- The childminder promotes a healthy lifestyle. Children have opportunities to be physically active. For example, they go for walks in the local woods and climb and run during visits to the park. These activities promote children's physical skills as they learn the impact physical activity has on their bodies.
- Partnership with parents is good. The childminder knows the families and children well. She keeps parents informed of their children's progress and offers ideas for continued learning at home. Parents say their children have come on 'leaps and bounds' since attending the setting.
- The self-reflective childminder understands the importance of continual professional development. She gathers the views of parents and children to help inform areas she can adapt and change. She identifies areas of improvement and is proactive in seeking out training. For example, she views webinars and accesses online training to continually improve her knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She knows the signs that may indicate a child could be at risk of harm and how to report any concerns about children's welfare. She is also aware of local safeguarding concerns, such as 'Prevent' duty and domestic violence. The childminder completes ongoing risk assessments to help her provide a safe environment for children in her home and when on outings. Children are encouraged to keep safe within the home, for instance, by tidying toys away before getting something new out.

## What does the setting need to do to improve?

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

- provide children with access to independent mark-making opportunities
- make the most of spontaneous learning opportunities to support children's learning even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2597929                                                                           |
| <b>Local authority</b>                             | West Northamptonshire                                                             |
| <b>Inspection number</b>                           | 10251470                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 2                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Daventry. She operates from 7.45am until 5.45pm, Monday to Friday, term time only.

## 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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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