

Childminder report

Inspection date: 15 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 confidently welcome visitors to the childminder's home and introduce themselves. They explain to visitors the procedures they should follow if the fire alarm should sound. Children are kind and thoughtful towards their friends. They fetch their own and other children's lunch boxes from the fridge and set them out at the table ready for snack. They comment on their friend's pictures and say how much they like them.

Children are encouraged to be as independent as possible. They peel their own oranges at snack time and persevere to open cereal bar packets. Children manage their self-care needs, such as toileting, with increased confidence and explain that they have to wash their hands 'to stop germs from spreading'.

Children benefit from the activities the skilled childminder plans. Each activity focuses on developing children's precise next steps and furthering their development. When children explore the playroom independently and access resources, the childminder observes them and interacts with them to extend their learning. For example, four-year-old children play an interactive bowling game to develop their hand-to-eye coordination. Children persevere as they work out how to operate the controller. The childminder is on hand to help but gives children plenty of time to have a go themselves.

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

- The childminder provides children with new experiences. For example, children show an interest in reading a story about a farm. After sharing this story with their friends, the childminder takes children to a recently ploughed field to gather wheat. Back at the childminder's home, children grind the wheat and learn how to make their own bread.
- The childminder has an accurate understanding of where children are in their learning and development. She regularly assesses children by observing them as they play. The childminder explains the precise next steps she has for children's learning. She carries out the statutory progress check for children aged between two and three years and talks to parents regularly about how they can support children with their learning at home.
- The childminder ensures that children are well prepared for their eventual move to school. When children walk to collect older children from school, the childminder talks to them about the school and how they will attend in September. The childminder has started introducing initial phonics sounds to children. However, at times, she does not use the correct phonics sounds, which may cause misconceptions when children start learning phonics at school.
- The childminder encourages children to behave in a positive way. She uses

reward charts to motivate children to complete tasks, and children excitedly explain how they can choose a treat on a Friday. However, the childminder does not yet support children to recognise their own emotions or to talk about their feelings if they are upset.

- The childminder supports children to find out about healthy and unhealthy foods. She talks to children about biscuits being a food they would eat as an occasional treat. The childminder prepares nutritious meals for children. She introduces new foods to children and different dishes from around the world, such as the Caribbean. This exposes children to foods they may not have tried before.
- The childminder is keen to improve her knowledge of the early years curriculum as much as possible. She is passionate about providing the best possible care for children. The childminder regularly accesses online training provided for childminders. She is part of a small group of local childminders who provide support for each other.
- Parents are very happy with the care the childminder provides. They comment on her calm and nurturing approach to caring for their children. Parents say that their children's social skills and independence skills have greatly increased since they have attended the childminder's setting. The childminder has ongoing discussions with parents about how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the signs and symptoms of abuse. She demonstrates confidence when sharing how she would make a referral or ask for advice, in line with local safeguarding partnership guidance, if she had concerns about a child. The childminder understands the signs a child may be at risk of harm from female genital mutilation or radicalisation. The childminder has thorough risk assessments in place to keep the children in her care safe. She supervises children vigilantly. When minor accidents occur, the childminder swiftly deals with these in a calm manner. The childminder completes detailed accident records, which parents sign.

What does the setting need to do to improve?

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

- improve understanding of how to teach initial letter sounds to children, to ensure that misconceptions are not introduced
- support children to recognise their feelings and talk about how they, or others around them, may be feeling.

Setting details

Unique reference number	2603409
Local authority	West Northamptonshire
Inspection number	10251612
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	3 to 12
Total number of places	6
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Kislingbury, Northampton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and during the period between Christmas and New Year. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder plans her curriculum for children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder spoke to the inspector about children's learning and development.
- The inspector viewed written feedback from parents and took account of their views.
- 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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