

Childminder report

Inspection date: 27 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's care. They actively engage in a range of play and learning experiences. They eagerly explore the role-play resources, showing their understanding of how to cook. Children show their developing dexterity as they open and close the doors on toy houses to find animals hidden inside. The childminder chooses resources carefully so that different learning is available, such as shape, colour and number. This, along with the childminder's positive interactions, helps children to learn new things as they play.

Children receive reassuring cuddles from the childminder when they are unsure of new faces in the home. The childminder uses effective strategies to reassure the children and to refocus their attention on learning and having fun. Children have clearly learned how to be kind to their friends and they too offer reassurance. The childminder supports children to become sociable with their peers by taking them on daily outings. She provides a safe and secure environment where children can play.

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

- The childminder plans a range of suitable activities for the children to engage in each day. She focuses her curriculum on developing children's spoken language and social skills, such as sharing and taking turns. While these are generic skills that children need to learn, the childminder's curriculum is not always as precise as it could be to help her support children's individual learning. Nevertheless, overall, children make good progress from their starting points.
- The childminder listens well and models spoken language effectively to children. She actively encourages children to learn new words and to verbalise what they want to do next. This helps children to develop their speaking skills and increases their vocabulary. When children share their excitement through increasingly complex sentences, they are warmly praised for their efforts and grow in confidence as a result. Furthermore, the childminder is starting to introduce children to simple mathematical concepts, such as positional language, as they post shapes into a sorter. This helps to broaden children's learning.
- The childminder recognises the importance of promoting a healthy lifestyle. Children have regular opportunities to be physically active outdoors in the local area. However, a planned Easter egg hunt activity resulted in children being able to make unhealthy choices by eating chocolate eggs before lunch. Additionally, the childminder's plans to focus on oral hygiene with the children have not been implemented.
- Partnerships with parents are strong. Parents say that the childminder provides an invaluable service to their children and their family. They know what their children have been learning while with the childminder and know how to support

their learning at home. Written testimonials from some of the older children provide an insight into the positive impact the childminder has had on their early years.

- Children are happy and well settled in the childminder's care. The childminder builds home visits into her settling-in procedures to support children in getting to know her in familiar surroundings. This supports children to settle well right from the start of the placement. Children know the routine of the day. They know that they need to help to tidy away the toys before sitting together on the blanket at snack time.
- The childminder helps children to develop their understanding of the different celebrations and festivals of other cultures and religions. Children have recently enjoyed activities based around Chinese New Year and are currently focused on Easter celebrations.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to make healthy choices so that they develop good habits, particularly around oral hygiene
- build on the current curriculum to provide greater sequencing of planned activities to support individual children's learning more precisely.

Setting details

Unique reference number	260810
Local authority	North Northamptonshire
Inspection number	10316785
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 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2001 and lives in Kettering, Northamptonshire. She operates all year round from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Sarah Gilpin

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 and the inspector had a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The inspector spoke to one parent during the inspection and took account of the views of other parents through their written testimonials. The inspector also took account of the views of children.
- The inspector looked at relevant documentation and reviewed evidence of first-aid training.
- The inspector and the childminder observed and assessed a planned activity.

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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