

Childminder report

Inspection date: 21 February 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 enjoy their time with the childminder in this home-from-home setting. They settle well and build close bonds with her, showing they feel safe and secure. They are confident and make choices in their play. Resources are easily accessible for children to choose and engage with independently. For example, children investigate the musical instruments with each other, singing songs that they know. The childminder has set up a well-resourced, imaginative play space, where children act out storylines. Children dress up as firefighters and pretend to put out fires. The childminder supports them to understand the roles of people who help them.

Children behave well. They understand what is expected of them and happily follow the daily routine. For example, children gather chairs and place them at the table ready for snack time. The childminder encourages children to use manners, for example by saying 'please' and 'thank you'. Children show care and respect for one another. For example, older children gently guide younger children during play.

Children enjoy being physically active. They have daily access to fresh air and exercise, enjoying regular walks to the park and woods. Outside, children dig in the large sandpit, climb on equipment and bounce on a trampoline. These tasks challenge children in supported risk-taking, and help to build their self-esteem and develop their physical skills.

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

- The childminder uses information gathered from parents and her own observations and assessments to identify how to build on children's learning. Overall, she supports children's development well. However, at times, when activities are adult led, she does not effectively use children's interests to help them to stay focused and engaged. At these times, the learning intentions become lost.
- Communication and language, overall, are well supported by the childminder. She narrates children's play, sings songs and reads books. However, there is background noise, such as nursery rhymes are constantly played on an electronic device during learning activities. This distracts children and does not support their listening and attention skills.
- The childminder has secure knowledge of supporting children who have emerging gaps in learning, and those with special educational needs and/or disabilities. She knows the importance of working in close partnership with parents and about involving other professionals. The childminder is proactive, taking action to develop her own knowledge so that she can support children who have developmental delays.

- The childminder recognises the impact the COVID-19 pandemic has had on children's experiences. She regularly takes the children on outings to playgroups, the library, local parks and places of interest. This provides the children with opportunities to mix and socialise with other children, but also supports them to learn about the world around them.
- Children are introduced to early mathematical language by the childminder. For example, she encourages children to count when they build a tower from construction toys. Children make good attempts to count up to 10.
- Children are developing their independence skills. They practise using a knife to cut up bananas and strawberries for their snack. Children learn to feed themselves from an early age and are beginning to practise toileting. This supports children as they move to the next stage of development.
- The childminder supports children to live a healthy lifestyle. They access fresh drinking water throughout the day and are provided with healthy snacks. The childminder teaches children about good oral health through activities. For example, children use the dentist role play to practise toothbrushing. The childminder furthers learning through stories and conversations about how to keep healthy.
- Parents speak highly of the care children, receive and comment that they have seen their child progress well since attending. Parents receive regular updates on how their child is progressing, and are also supported on how they can help their child at home.
- The childminder has a positive approach to furthering her knowledge of early years. She takes part in regular online training sessions and reads widely, which helps to support her professional development. She has identified future training and relevant support to continue to improve her professional development and knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to recognise the signs a child may be at risk of harm. She understands the procedure to follow when reporting a concern about a child. The childminder knows the procedure to follow if an allegation is made against herself or any member of the household. She engages in regular safeguarding training to ensure her knowledge is kept up to date. She has clear procedure in place for recording and reporting accidents. She ensures that her environment, both indoors and outdoors is safe and secure for children to play.

What does the setting need to do to improve?

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

- improve how learning opportunities are organised so that they sustain children's

interest during activities and further develop their concentration

- review the organisation of the learning environment to help children develop their listening and attention skills during planned activities.

Setting details

Unique reference number	2613968
Local authority	North Northamptonshire
Inspection number	10265166
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 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 Burton Latimer, Northamptonshire. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

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 they safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 setting 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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