

Childminder report

Inspection date:

7 September 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

The childminder provides a warm, inclusive, home-from-home environment for children. She warmly greets the children as they arrive, and they happily wave goodbye to their parents. Children show they feel safe and secure as they confidently explore the environment.

Children spend lots of time in the well-equipped garden area. The childminder supports children to be physically active. Children learn to climb ropes, ride bicycles and negotiate space as they run freely. The childminder teaches children new skills. For example, she demonstrates how children need to hold their arms wide to help them balance as they walk along beams. She offers lots of praise and encouragement, and children celebrate their achievements as they clap and cheer each other. Children show a sense of pride, and they are keen to repeat the game as their confidence grows.

The childminder has high expectations of children's behaviour and helps them to learn good manners. Children say 'please' and 'thank you' often. They learn to behave well, take turns and share resources. When children struggle to regulate their behaviour, the childminder steps in and gently supports them to identify and manage their feelings. This helps children to consider the possible impact their actions may have on their friends.

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

- The childminder knows the children well. She has a clear idea about what she wants children to learn and plans activities based on their interests. Children develop a can-do attitude to their learning and actively join in with planned activities and experiences. For example, children enjoy mixing mint leaves and water into a teapot to make mint tea. However, she does not always further challenge older children's learning to help them build on what they already know and can do.
- Overall, the childminder promotes children's good health. For instance, she ensures that children eat a healthy snack, drink plenty of water and wash their hands thoroughly before meals. However, the childminder does not help children to understand the reasons why they do these things or the importance of keeping themselves healthy. For example, she does not explain why children follow hygiene routines and exercise regularly.
- The childminder incorporates numbers and mathematical language into daily routines and play. For instance, she supports children to understand direction and size as they push toy cars down a garage ramp. The children learn to recognise which ones are too big to fit and to name the colours of the fastest cars.

- Children's communication and language are well supported. The childminder encourages the children to respond to what they see and hear in the environment. For example, when children notice a butterfly land on the grass, the childminder encourages the children to look closely. She explains how it transformed from a caterpillar, putting the word into context to help make the meaning clear.
- The childminder provides a range of opportunities to help children develop their social skills and broaden their knowledge of the world around them. Children visit parks and playgroups and meet with other childminders and their children. This helps to support children's confidence and social development. While on outings, the childminder teaches children how to keep safe. Children learn about road safety, staying safe in public areas and how to manage risks when using equipment.
- Parents are happy with the care their children receive. They praise the childminder and talk of her caring nature and the trusting relationship she forms with children. Parents state they appreciate the various planned activities and outings that the childminder provides. They receive regular updates about their children's progress and ideas for supporting their learning at home.
- The childminder regularly updates her knowledge and skills. She takes part in online training and links with other local childminders to gain new ideas and develop her practice. The childminder gathers parents' views when reflecting on her childminding practice. For example, she asks them to complete detailed questionnaires. Feedback from parents is very complimentary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children in her care. She knows the correct procedures to follow and who to contact should she have concerns about a child's safety or welfare. The childminder knows the importance of reporting any allegations against herself or anyone in her household and who she needs to report these to. She accesses safeguarding training that helps to keep her knowledge up to date. The childminder undertakes daily risk assessments to identify and remove hazards.

What does the setting need to do to improve?

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

- provide older children with the highest level of challenge to help them build on what they already know and can do
- support children to deepen their understanding of healthy lifestyles and good hygiene routines.

Setting details

Unique reference number	2628264
Local authority	North Northamptonshire
Inspection number	10281123
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Kettering, Northamptonshire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charmaine Cayton

Inspection activities

- The childminder showed the inspector the premises, and they discussed how she ensures that the premises are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder 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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