

Childminder report

Inspection date: 29 August 2024

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 show an understanding of the routine of the day when other children arrive. When they hear the doorbell, children go with the childminder to welcome their peers. Children help the childminder to close the door when parents leave. This shows that they feel confident and comfortable in the childminder's care. Children show positive relationships with the childminder. For instance, they hide behind curtains on a playhouse and say 'boo' to the childminder. This initiates the childminder playing a game of peekaboo with children as they smile and laugh together.

The childminder ensures that children wear sun cream and hats when they play in the garden, promoting their safety when they play outdoors in sunny weather. She praises younger children for sitting still as she applies sun cream to their arms, face and legs, helping them to recognise their positive behaviour. Children are supported to develop their physical skills. For instance, older children copy the childminder as they learn how to use tools to lift spaghetti, developing the muscles in their hands. The childminder holds onto younger children's hands and shows them how to jump in and out of a hoop, helping to develop their balance and coordination.

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

- The childminder places a strong focus on supporting younger children's communication and language skills. For example, she sings songs to younger children to encourage their speaking skills. When the childminder plays alongside children, she talks to them about what they are doing. For instance, she says 'in' when younger children place a toy ice-cream into a hole. Children repeat words back to the childminder.
- The childminder uses personal care routines to help form secure bonds with children. For instance, when she changes younger children's nappies, she talks to them about what she is doing, helping to make this a positive experience for them.
- Children are supported to keep their teeth clean. For instance, the childminder asks parents to bring children's toothbrushes and toothpaste to enable her to support them to brush their teeth after meals.
- Prior to children starting, the childminder meets parents and children at play centres. This helps her to get to know parents and their children before she invites them to attend settling-in sessions in her home. Children become familiar with the childminder and her home, helping them to settle.
- Parents say that their children are learning new things every day. The childminder shares photos with parents of activities their children enjoy. She supports parents to continue children's learning at home. This includes asking them to support younger children to develop their physical skills.

- The childminder uses information about children's prior learning, alongside her own observations and assessments of children's learning, to help identify what they need to learn next. However, occasionally, when the childminder plans activities, she does not minimise distractions to help maintain children's focus and engagement. This will help them to learn as much as possible from the learning experiences offered.
- When children move on to school, the childminder shares a transition report with teachers to help them understand children's levels of development. This helps to promote consistency in supporting children's learning. The childminder helps children to be emotionally ready for their move on to school. For instance, she shares books with them about going to school and takes them to see the school. This contributes to children becoming familiar with the building.
- Children can access their own resources when playing. However, sometimes, the childminder does not fully support younger children to begin to complete tasks by themselves. One example is when she lifts younger children to the kitchen sink to wash their hands while offering older children a step to do this by themselves in the bathroom.
- The childminder supports children's behaviour well. For example, she uses distraction when two younger children want to play with the same toy. The childminder asks older children to work as a team to set up games. They play games cooperatively.

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:

- reduce distractions when implementing planned activities to help children to maintain their focus and engagement
- provide further opportunities for younger children to complete tasks by themselves.

Setting details

Unique reference number	2629923
Local authority	North Northamptonshire
Inspection number	10308615
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Wellingborough, Northamptonshire. She operates all year round, from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

Information about this inspection

Inspector
Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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