

Childminder report

Inspection date: 21 November 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 are happy and confident in the setting. They are curious and eager to take part in the activities. The childminder and assistant know children well. They are skilled in extending children's interests through their planning and through their positive interactions with children as they play. Children are curious about x-ray pictures showing animal bones, which they look at on a light box. Children talk about the bones being from dinosaurs. The assistant praises the children for their knowledge and helps them recall previous events when they saw chickens at the allotment, to help them to learn the pictures are of birds' bones.

The childminder works closely with parents to help with a consistent approach for children. Some children are due to have a new sibling and they become enthralled looking at a book about how babies grow in their mummy's tummy. The childminder talks to them about how big the baby is and explains complicated words, such as 'sonographer', to explain how a doctor can 'take a peek' at the baby inside to see how it is growing. Children clearly show they have a sense of well-being. They are confident to choose what they want to do, and they approach the childminder and assistant to ask for assistance when they need it.

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

- Children behave well and they know what is expected of them. They receive a consistent approach from the childminder and the assistant. They give children clear and gentle reminders about working together and being kind. The childminder is effective in helping children to try to resolve minor disagreements for themselves. The childminder's knowledge of the children and her effective planning contributes to children being curious and motivated to take part in all the activities.
- Relationships between the childminder and the children are positive. Children show that they feel secure and relaxed in the childminder's setting and they know the routines of the day. With support and effective role modelling from the childminder and assistant, children learn about getting on with one another and how to show respect and kindness towards others.
- The childminder is effective in teaching the children. She focuses on skills children need to help them to prepare for the next stage in their learning. Children begin to be independent and develop their small physical skills. They choose which fruit they want for snack and peel their satsumas and bananas. Children try to squeeze open pegs and place them on a picture of a favourite story character to represent the prickles on his back. They receive lots of praise for their efforts from the childminder. Occasionally, the childminder gives younger and less confident children a lot of information at once without giving them time to consider what to do next and at other times the questions she asks

are directive which limits the opportunity for back and forth conversations between herself and children.

- Children thoroughly enjoy stories. The childminder encourages children's interest as she reads enthusiastically, using different voices to bring the story alive for the children. Children are confident to speak and excitedly join in with their favourite parts of the story. The childminder promotes children's conversational skills after the story as she gives each child the opportunity to share which animal was their favourite. When children show an interest in letters, the childminder encourages this. She and the children say the sound that the letter represents together and the children smile when she praises them for getting the sound correct.
- The childminder provides a wide range of activities that broaden children's experiences. She discusses with parents the various outings the children do and informs them about how to continue their child's learning at home. Children learn about events, such as Armistice Day and Remembrance Day. Parents comment that children have told them about the poppies they made and their visit to the war memorial.
- The childminder supports her assistants effectively. They are encouraged to complete regular training. The childminder has ongoing discussions with the assistants to help keep their knowledge up to date and how they can promote children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of most aspects of safeguarding. She is confident about how to recognise possible signs of abuse and how to report these to the relevant agencies. She is alert to safeguarding issues in her local area and ensures she keeps her and her assistants' knowledge up to date through training and ongoing discussions. The childminder and her assistant follow effective risk assessment procedures to identify any hazards and take steps to reduce these. For example, the entrance to the setting is kept secure and children are supervised as they play and when they are eating.

What does the setting need to do to improve?

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

- extend teaching practice to promote and encourage children's conversational skills.

Setting details

Unique reference number	2639845
Local authority	North Northamptonshire
Inspection number	10313868
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 5
Total number of places	18
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Barton Seagrave, Kettering. She operates all year round from 8am to 4pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 6 qualification with qualified teacher status. The childminder offers places for children in receipt of government funding. She regularly works with assistants.

Information about this inspection

Inspector
Melanie Eastwell

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 childminder.
- This inspection was prompted following Ofsted's risk assessment process.
- The inspector observed the quality of education during a range of activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to the assistant and the children during the inspection.

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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