

Childminder report

Inspection date: 21 May 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

The childminder welcomes children and their families into her home. On arrival, children settle quickly, and find the activity of their choosing. The childminder gets to know each child in her care to ensure she can offer them activities and resources they enjoy. Children build trusting bonds as they seek out the childminder for cuddles and comfort.

Children enjoy playing with friends, welcoming them with a warm hug. The childminder is calm and fair in her approach, and when she instructs children to complete tasks, such as tidying up the toys, they listen and carry out the task. Children are supported as they play imaginatively with sea animals. The childminder talks to children about trips to the beach where they may find the animals and gets children to recall recent experiences.

The childminder supports children as they build their physical strength and coordination at the local park. They scramble up grass banks and develop their balance as they propel themselves forward on swings. The childminder provides a wide range of activities to help children progress in their development. Children manipulate the play dough using the small muscles in their hands. They use safety knives to cut vegetables for snacks and grasp pens to make meaningful marks on paper.

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

- The childminder understands how to support the children in their development. She undertakes training courses to develop her skills and knowledge further. The childminder is reflective in her approach and seeks out the views of parents to enable her to assess her provision and make improvements.
- Overall, the childminder implements an engaging curriculum. This is designed to help each child make the progress they are capable of. However, the childminder does not consistently challenge children to enhance their learning further. For example, children show an interest in spiders, but the childminder does not extend their understanding or help them build on what they know.
- Children learn to behave well. They listen to instructions and are respectful and kind. Children understand daily routines and learn to anticipate what is happening 'now' and 'next'. The childminder plans daily carpet-time activities to help children's learning. However, these group activities do not always meet the needs of all children. For example, occasionally, they last for prolonged periods. Consequently, some children lose interest and become distracted.
- Parents speak positively about the 'nurturing' and 'loving' childminder. They feel the childminder communicates well. She shares information about children's activities and how they are progressing in their learning. Parents feel that the

childminder takes time to understand each child's cultural heritage and ensures cultural celebrations are acknowledged and celebrated.

- The childminder ensures that children learn about the importance of leading healthy lifestyles. She supports children to learn about where food comes from as they grow and eat vegetables they care for. Children benefit from healthy snacks and engage in activities outdoors, such as visiting local allotments and parks.
- The childminder ensures that children gain confidence and develop independence skills in preparation for the next stage of their education. She gives children time to dress themselves in preparation for going outside. Children independently wash their hands before eating and help to prepare their snacks by cutting up cucumber.
- The childminder understands the importance of building children's language and literacy skills. She provides a wide variety of fiction and non-fiction books, which she shares daily with the children. The childminder encourages children to talk confidently. She helps them recall experiences and the stories they have read, helping children to build vocabulary and confidence as they speak.
- The childminder ensures her home is safe and secure. She completes daily risk assessments to ensure hazards are minimized. She keeps children safe when out in the community, reminding them to look out for cars and cross the road safely.

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:

- strengthen support for children to provide further challenges during activities and enhance their learning
- review the organisation of group times to help all children remain focused and engaged.

Setting details

Unique reference number	2644068
Local authority	North Northamptonshire
Inspection number	10333077
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	3 to 4
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 Corby, Northamptonshire. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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