

Childminder report

Inspection date: 5 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The enthusiastic and caring childminder provides a welcoming, homely environment. She gathers information from parents to ensure that she knows the children well. This helps her to build strong bonds with children, helping them to feel safe and secure. The childminder plans a curriculum that promotes children's independence. For example, children are encouraged to put away their coats and shoes as they arrive, and tidy away resources when they have finished playing.

Outside, the childminder plans an environment to support children's physical development. Children enjoy scooping and pouring as they fill jugs with coloured rice. She further develops children's skills by adding tweezers to encourage them to pick up tiny model frogs, to support their hand strength and coordination. The childminder provides children with daily opportunities to explore the outdoors. They take regular walks to the park and explore their local community. They benefit from fresh air and exercise, which promotes children's good health and well-being.

Children demonstrate positive attitudes to their learning. They enthusiastically engage in a wide range of experiences that are planned by the childminder. For example, children concentrate as they eagerly match coloured objects during a sorting game. The childminder gives children lots of praise, commenting on their skills and knowledge. Children behave very well and understand the childminder's clear expectations for their behaviour.

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

- Since the last inspection, the childminder has achieved a full and relevant paediatric first-aid certificate, which means that children's welfare is fully assured. In addition to this, she has also undertaken training to increase her knowledge on using assessment to identify next steps in children's learning.
- The childminder uses accurate assessments of children to identify what she will teach them next. This helps children to build successfully on what they already know and can do. However, at times the childminder does not give the children enough opportunities to practise the skills they have learned as she quickly moves on to the next activity.
- The childminder plans activities around topics that children are interested in. For example, the life cycle of a frog. However, during some adult-led activities she does not always fully allow for children's own creativity. For example, she asks children to use pre-cut pictures to make a pond scene before discussing their ideas first. This limits children's opportunities to develop their imagination and share their own thoughts.
- The childminder speaks clearly to children in both English and their home language. She uses games and picture books to support children's

understanding of new words. She talks about what children are doing and asks questions as they play. This supports children to develop their language and communication skills.

- Children enjoy regular outings in their local community. The childminder supports their interest in nature as they explore local woodlands and parks. The childminder also plans opportunities for children to learn more about other faiths and cultures. For example, the childminder uses musical instruments from around the world, such as African drums, to extend children's understanding of the wider world.
- The childminder works well with parents to support children's progress. She shares information with parents, through messages and photos, of activities that support children's learning. The childminder updates parents about what their children are working on and how they can continue this learning in the home. For instance, she provides a lending library to promote reading at home.
- The childminder skilfully weaves mathematics through daily activities and routines. Children show a good understanding of number and regularly count. For example, the childminder helps children to count out the plates and name colours during play. Children learn about size and order as they arrange the three bears by smallest to largest. They know the names of shapes and use different mathematical language as they play.
- The childminder helps to support children to lead a healthy lifestyle. She plans activities such as 'smoothie making' to help children understand the importance of eating well. Children learn about oral health through books and games and brush their teeth daily at the childminder's home. They are supported to manage their personal care routines, such as washing hands before eating and understand why this is important.

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:

- provide children with time to practise the new skills they have learned to fully embed learning
- offer children more opportunities to develop their creativity and imagination during adult-led activities.

Setting details

Unique reference number	2645169
Local authority	North Northamptonshire
Inspection number	10348525
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	6
Date of previous inspection	3 April 2024

Information about this early years setting

The childminder registered in 2021 and lives in Little Stanion, near Corby, Northamptonshire. She operates her childminding service from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years 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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.
- The inspector discussed any continued 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 they are safe and suitable.

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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