

Childminder report

Inspection date: 23 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 warmly into her setting. Children settle well in the safe and homely environment, forming good emotional bonds with the childminder, as they sit on her knee for a cuddle. They are responsive to the childminder's calm and friendly manner. The childminder helps children to quickly select their favourite activities. Children learn independently as they explore magnetic blocks, building a school and proudly showing their friends their creations.

The childminder supports children to build their social skills with others as she encourages them to play cooperatively. They show they are confident as they talk to their friends during play. Children display good behaviour and respond well to the childminder's requests. They politely listen to the childminder as she instructs them to tidy up the resources before going outdoors.

The childminder helps children to master fundamental skills in preparation for future learning. Children develop their imagination as they go 'shopping'. The childminder helps them to recall a shopping list and children exclaim, 'I need a pack of eggs.' She encourages children to think about how much money they may need to pay for the food. Children carefully count out coins and place them in the till.

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

- The childminder knows her minded children well. She provides a curriculum that helps to prepare children for the next stage of their education. The childminder understands how to develop children's speech and language skills. She helps children who speak English as an additional language, for example, by using words in their home language and then repeating the word in English. As a result of the childminder's knowledge and understanding, children are progressing well in their communication and language skills.
- The childminder helps children to be confident and curious in their play. She encourages older children to put their shoes and coats on before going outside, using a familiar song to help them remember. However, sometimes the childminder is too keen to complete tasks for the children. For example, babies are not always encouraged to feed themselves, and their growing independence skills are sometimes overlooked.
- The childminder is a good role model. She calmly and fairly demonstrates behaviour expectations, and children generally respond well to this. However, when children forget her expectations and, for example, attempt to climb on the furniture, she does not always explain to children why their actions could be dangerous. This means that children do not develop an understanding of the

potential consequence to their actions.

- Children develop a keen interest in the wide range of books the childminder has in her setting. They confidently seek out other children to look at books with them and talk about the pictures they see and the content of the story. The childminder nourishes this interest and children enjoy a weekly visit to the local library, where they choose a wide selection of books to borrow and enjoy.
- The childminder shows a high level of commitment to developing her knowledge and skills. She regularly attends training to help deepen this knowledge to use in practice. She works closely with other professionals to gain confidence and further understanding of how to provide good-quality provision.
- The childminder values the partnerships she has with the parents. She ensures that a wide range of information about each child is sought before they start to attend. Parents comment that the childminder is 'capable, patient and professional' in her approach. They know what their child is learning while they are with the childminder and receive detailed feedback about what their children have learned at the end of the day.
- The childminder ensures that children have daily access to outdoors. Children show that they enjoy fresh air and exercise as they enthusiastically explore her secure garden. The childminder offers children experiences in the local community. For example, she provides regular visits to the local parks and woodland. The childminder teaches children about the changing seasons in nature. She encourages children to collect items, such as leaves and flowers, to take back to her home, where they investigate and talk about what they have found.

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 more opportunities for children to be independent, particularly at snack time
- strengthen skills in offering clear explanations to support children's understanding of behaviour expectations.

Setting details

Unique reference number	2653631
Local authority	West Northamptonshire
Inspection number	10319792
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 the Blackthorn area of Northampton. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. 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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 told the inspector about their friends and what they like to do when they are at the childminder's house.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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