

Childminder report

Inspection date: 5 February 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 focuses on building positive relationships with the children and their families. She is respectful, caring and kind and builds strong bonds with children in her care. The pleasant interactions between the childminder and the children are natural. They clearly enjoy each other's company. This helps children to feel valued and secure.

The childminder plans experiences for children that are based on their interests and current stage of development. She extends children's learning by building on what they already know and can do. For example, children learned about dinosaurs. They created fossils and looked at different skeleton shapes. The childminder builds on this learning, asking the children questions to check their understanding and embed learning. She further builds on their knowledge through fun and exciting activities. For instance, children prepare themselves to set toy dinosaurs free from a frozen block of ice. They wear protective goggles, and the childminder explains how to use a hammer safely. The children listen to the instructions and carefully use their hammer to chip away at the ice. They remain focused at the activity and show great determination. The children chant each other's name for motivation. They raise their hands and cheer as they complete their mission and release the toy dinosaurs.

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

- The childminder understands the benefits of providing children with opportunities to get out in their local community. They attend regular playgroup and soft-play sessions with other childminders and children to support their social skills. Furthermore, children regularly take part in litter picking around the village. This helps children to develop an understanding about the community in which they live and how to look after their environment.
- Children learn about good hygiene as they routinely wash their hands before eating and after using the toilet. The childminder provides healthy and nutritious home-cooked meals. She teaches children about where food comes from and involves them in cooking their chosen meal. For example, the childminder explains that her pet hens lay eggs. When children ask for scrambled egg, the childminder uses the hen's eggs. She helps children to crack the eggs into a jug and mix them with other ingredients.
- Overall, children behave well. They show this when they eagerly help with tasks, such as helping to sweep the floor before moving on to the next activity. The childminder gives the children praise for their achievements and gentle reminders for any unwanted behaviour. That said, the childminder does not always reinforce boundaries with children, which at times impacts on other children's learning and enjoyment.

- The childminder supports children's mathematical development and skilfully weaves this area of learning through play and routines. For instance, children count cups and plates during mealtimes. They hear spatial language as the childminder refers to objects being bigger and smaller and moving up and down. Children are acquiring early mathematical knowledge in preparation for later learning.
- Parents are happy with the quality of care the childminder provides. They feel well informed about their children's learning. Parents report that the childminder shares children's next steps in development, so they can support children's learning at home. They value the advice and guidance the childminder provides them. For instance, the childminder shares information with parents on promoting good oral health. She also supports parents in seeking dental care for their children.
- Children who speak English as an additional language are supported well by the childminder. Keywords in the children's first language are sought and used by the childminder to help children to become familiar with routines. Furthermore, the childminder chooses words that are linked to planned activities. These words are displayed in English and in their home language. This supports children's developing vocabulary and gives them a sense of belonging.
- The childminder demonstrates commitment to her role. She works closely with other childminders to share ideas for activities and experiences. The childminder deepens her knowledge and skills through research and training. She then uses these to further enhance the learning opportunities for children.

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:

- help children to better understand why boundaries are in place, to develop a greater understanding of how their actions may impact others.

Setting details

Unique reference number	2702922
Local authority	West Northamptonshire
Inspection number	10332424
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Ecton Brook, Northampton. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday. She has completed the common core skills course. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Langley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector had a tour of areas of the premises that are used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to parents and read written comments and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times 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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