

Childminder report

Inspection date: 10 September 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

Before children start with the childminder, she spends time getting to know them with their parents and/or carers when they attend settling-in sessions. Children quickly form positive relationships with the childminder. This helps them to feel safe and secure. Children are keen for the childminder to join them in their play and excitedly invite her to join in, asking her to 'come and see'. The childminder asks children considered and thoughtful questions, which children begin to copy as play develops. When children make lemon water in the mud kitchen, they ask the childminder, 'Does it taste nice?'

The childminder supports children to share with each other. She models how to do this and then praises children when they attempt to have a go themselves. When children find this challenging and minor disagreements occur, she reminds children what to do. The childminder's consistent expectations and encouragement help children to learn about how to be kind and consider others.

The childminder is skilled at recognising what children already know and can do as she engages with them during their play. She interacts with them enthusiastically as they play. Children spend time carefully using tools to scoop mud into a container to use in the mud kitchen. The childminder allows children to make their own choices and asks them when they think they have enough mud.

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

- The childminder finds out from parents what children have done at home. She plans to build on this by offering different opportunities. Children show an interest in going on the bus. They take a trip to a local soft-play area and use the bus instead of going in the childminder's car. This broadens the experiences children have.
- The childminder supports children to develop a healthy lifestyle. Before snack time, she reminds children to wash their hands and talks to them about the importance of using soap. The childminder asks children what fruit they have tried at home. She introduces different fruits to the children, such as melon, and encourages them to have a try. This helps children to experience new foods and develop their understanding of healthy food.
- The childminder works well in partnership with parents. She encourages parents to share activities they have completed at home so that she can build on them in the setting. Parents comment on the warm and welcoming environment the childminder offers. They say that their children's confidence has grown since they started attending the childminder's home. The childminder regularly talks to parents about how they can support their children's learning and development at home. However, the childminder does not yet speak to other settings children go

to. This means there is not yet a collaborative approach between all settings children attend.

- Many relaxed, natural conversations take place between the childminder and children. She has a good understanding of how to develop children's speaking skills. For example, she asks children who have a dummy to take it out when talking to help their speech development. The childminder repeats words back to children to develop their speech. She introduces new vocabulary to children throughout the day, such as 'juicy' when describing the lemon water they have made.
- At some routine times of the day, such as snack time, children pour their own milk and help themselves to the fruit they would like. However, at other times, the childminder does not support children to be as independent as possible. The childminder occasionally asks children if they would like her to fetch something they want. This means children do not always have a go themselves.
- Since she registered, the childminder has continued to develop her practice. She has changed the way snack time is organised to encourage quieter children to join in more. The childminder has also developed her outdoor area so that it can be accessed in all weathers. She keeps her knowledge up to date by accessing training relevant to her work, for example courses related to supporting children with special educational needs and/or disabilities.

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 develop their independence skills
- develop links with other settings children attend to ensure a collaborative approach to children's learning and development.

Setting details

Unique reference number	2756841
Local authority	North Northamptonshire
Inspection number	10349445
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	2 to 6
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 2023 and lives in Raunds, Northamptonshire. She operates all year round, from 8am to 5.30pm on Monday and 7.30am to 5.30pm on Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder provides government funded early years places.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The inspector observed the quality of education during a range of activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector viewed written feedback from parents and took account of their views.

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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Piccadilly Gate
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M1 2WD

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