

Childminder report

Inspection date: 5 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

Children enjoy their time at the childminder's home. They form strong attachments with the childminder, who knows them well. This helps children to feel emotionally secure and safe. The childminder considers the development of the children when she plans the resources she will use for activities. For example, she makes play dough that is safe for children if they put it in their mouths. She organises her environment to enable all children to access toys and books independently. This allows even the youngest children to play and explore. The childminder joins in with the children's play and asks them questions to build on what they know. As children construct a tower with magnetic shapes, the childminder names different shapes and helps children to find them as they build.

Young children are starting to share and take turns, with the childminder's support. The childminder gently explains why they need to take turns and models 'my turn, your turn', as children place hoops on a pole. The childminder praises the children for waiting patiently, which helps to build their self-confidence. Children are learning to be respectful and are beginning to use please and thank you as they talk with the childminder and their friends.

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

- The childminder has planned a curriculum to support children to develop the skills they need for the next stage of their development. She plans a range of age-appropriate activities focusing on their interests. However, during adult-led activities, the childminder plans too many aspects of learning and the learning intent becomes unclear. As a result, children are not always able to understand and practise the skills they are being taught.
- The childminder promotes the development of early communication and language well. The children sing simple songs and babies confidently babble and point to communicate their needs. The childminder repeats words back to the children and she talks regularly to the children about what they are doing. She engages in conversations with children and adds vocabulary, such as 'cocoon' and 'butterfly' as they talk about caterpillars.
- The childminder incorporates mathematical concepts into her everyday interactions. She talks with the children about the play dough being heavy and how the caterpillar they are making is growing longer. The childminder supports children with their counting. While looking at a picture in a book, the childminder counts the different foods with the children. She points to each strawberry, leaving a pause for the children to say the next number.
- The childminder supports children to develop their independence and self-care skills from a young age. Children learn to use the toilet themselves and wash their hands without prompting. They also wash their hands before they eat and

are encouraged to feed themselves and drink from their water bottles. These are some of the skills they need in preparation for starting school.

- The childminder has rules and boundaries in place that the children respond to. However, when the childminder is in her home with the children, there is little space in the routine for tidying up, snack time, or a quiet time. The children begin to lose focus on their learning and their behaviour becomes more challenging.
- The childminder understands how to keep children safe. She has comprehensive risk assessments in place for when children are in her home and when on outings. The trips she plans consider the developmental needs of the young children. For example, they visit enclosed parks so that the children can explore freely and develop their emerging physical skills. The childminder supervises children so that they are kept safe from harm.
- The childminder goes to different groups and regularly meets up with other local childminders. This allows the children to interact with larger groups of children, make new friendships and develop their social skills.
- The childminder has built strong relationships with the parents. She includes parents in their children's daily learning journey by sharing their experiences and further ideas to support them at home. This ensures a consistent approach to their children's care and education. Parents comment that the childminder's communication is 'open and effective' and that she provides a home-from-home environment.

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:

- improve the planning intentions of adult-led activities to be clear what it is hoped children will learn from them
- strengthen daily routines to support children's engagement in their learning.

Setting details

Unique reference number	2756945
Local authority	North Northamptonshire
Inspection number	10349432
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Little Stanion, Corby. The childminder works Monday to Friday, from 8am to 5pm, all year round, apart from bank holidays and family holidays. The childminder accepts early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Parents shared their written views of the setting with the inspector.

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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