

Childminder report

Inspection date: 2 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 experience a sense of achievement as they show the childminder the pictures they make when they use ink on their hands to make handprints on paper. They receive praise for their efforts, which helps to raise their self-esteem. Children are keen to help the childminder when she asks them to put toys away. They copy her as they pick up toys and put them in a basket. Children have positive relationships with the childminder. They play games with her and laugh as they entice her to chase them by exclaiming, 'You can't catch me!' The childminder asks children to talk about animals and people who are familiar to them when they play with small toy figures. Children give the toys names and are confident to talk about people and pets in their homes.

Children are challenged in their play to develop their understanding of numbers. For example, when they are asked to count objects and struggle to remember the number four, the childminder helps them to remember the number. Children then continue to count to eight on their own. Children are supported to learn about how magnets work. When they play with magnetic shapes, the childminder asks them to find furniture in the room that they will attach to. After exploring different furniture, children realise that the shapes attach to the legs of the dining table.

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

- The childminder uses her knowledge of children's development and interests to support their learning. This includes helping them to develop their language and communication skills. For instance, when children are interested in talking about toy dinosaurs, they say, 'We wake them.' The childminder models using longer sentences by replying, 'We had to wake them up.'
- The childminder helps children to learn how food is made. For example, she provides opportunities for children to make pizzas. Through discussions with the childminder, children remember putting pepperoni and tomato sauce on theirs. Children remember past events and are keen to talk about the experiences they enjoy.
- Parents appreciate the detailed reports and photos they receive from the childminder to show their children's daily adventures and achievements. The childminder works in partnership with parents to help promote consistency in children's learning. For example, the childminder and parents use the same strategies to help children manage their behaviour and feelings. This includes asking children to understand about taking turns when they want to play with a toy that another child has.
- The childminder develops her knowledge of how to support children's individual needs. This includes undertaking training courses and speaking with the local authority and parents to identify how to help children progress in their learning.

- The childminder takes children to local parks and soft-play centres to help develop their physical skills. She carries out safety checks with children before they climb trees, which helps them identify when it is safe to do so. This contributes to children's understanding of how they can keep themselves safe when they are physically active.
- The childminder promotes children's understanding of oral health. For example, she asks them if they have cleaned their teeth. Children point to their mouths and tell her, 'I brushed my tongue today.' The childminder offers children further experiences to learn about dentists and cleaning teeth, such as during role play.
- Children are keen to play alongside the childminder. However, during activities, the childminder does not always fully support children in achieving the planned learning intentions. For example, when she wants children to solve problems in their play, she does not support them to do this. Instead, she solves the problems herself.
- The childminder maintains a clean and secure environment, which promotes children's safety. She makes changes to her practice to ensure that she can always see and hear children. This includes moving a small table and chairs from the lounge into the hallway. This enables the childminder to see children when she is preparing food in the kitchen.

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:

- support children to achieve the planned learning intentions during activities.

Setting details

Unique reference number	2757005
Local authority	West Northamptonshire
Inspection number	10349453
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Northampton. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and reviewed a sample of documentation.
- Written feedback from parents and grandparents was reviewed by the inspector, who 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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