

Childminder report

Inspection date: 8 November 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 settle well and quickly become engaged in their play. The childminder is caring and kind towards them. Children confidently seek her out for comfort and support when needed. This shows that the children feel safe and secure in her care. Children select toys as they explore the learning environment. They show a positive attitude and high levels of concentration in their learning. Children use tweezers to pick up different-coloured objects and place them on their matching colour boards. The childminder gives the children words of encouragement as they drop them and pick them up again, persisting until they are all placed on the correct colours.

Children's behaviour is good. They understand the childminder's routines and high behavioural expectations. They take turns, reminding the childminder whose turn it is next as they race cars down a ramp. Children enjoy trips out in the local community. They visit the childminder's horses at a local stable, where they see a range of animals. The childminder meets up with other childminders and takes the children to messy-play groups. This allows children the opportunity to interact with larger groups of children and to develop their social skills.

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

- The childminder has a good understanding of how children learn. She plans her environment taking the children's interests and developmental needs into consideration. For example, following a trip to a local 'Gruffalo walk', the childminder plans activities that build on their experiences. She uses regular assessment to ensure accurate next steps. This enables children to develop their knowledge and continue to make good progress in their learning and development.
- The childminder interacts well with the children. She joins in with children's play and engages in back-and-forth conversations with them. However, the childminder does not maximise all opportunities to extend children further. For example, as children play with play dough, they confidently name the different colours. The childminder does not encourage them to explore colour mixing and learn how to make the colours in different ways.
- The childminder supports children's communication and language development well. She narrates what they are doing in their play. The childminder teaches children new words, such as 'pinch' and 'squeeze' as children use tweezers to pick up objects. When talking with children, she supports their emerging language development. For example, during snack, children talk about liking 'nanas'. The childminder models back, 'I like bananas as well.' This supports children's developing pronunciation and encourages them to become confident communicators.

- The childminder has built strong relationships with parents and shares information daily. She informs parents about what their children have been learning. She provides ideas to continue their learning at home. Parents comment that the childminder provides a safe and stimulating experience for children.
- Overall, the childminder encourages children to be independent. Children put on their coats and shoes, tidy up without prompting and they go to the toilet themselves. However, there are few opportunities for children to extend their self-care skills further. For example, the childminder does not encourage children to pour water into their cups or cut up their fruit at snack time.
- The childminder is reflective and evaluates her practice. She considers what training will improve her knowledge and benefit the children. For example, she identified that she needed additional training in supporting children who speak English as an additional language. After attending a course, she adapted her practice and environment to support these children.
- The childminder plans activities that support children to learn early mathematical skills. She uses counting rhymes and songs to encourage an understanding of early calculation. She provides plenty of opportunities for children to count, recognise numbers and introduce the concept of weight. For example, as children play with the scales, the childminder encourages children to compare the number of objects in each bucket. She talks about which is heavier and why, relating it to prior learning.

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 practise and develop their independence
- adapt teaching to challenge children in order to help develop their thinking and knowledge further.

Setting details

Unique reference number	2759345
Local authority	West Northamptonshire
Inspection number	10349706
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	3 to 3
Total number of places	6
Number of children on roll	2
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 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 inspector considered written feedback from parents.
- 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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