

Childminder report

Inspection date: 16 October 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 appear happy and secure within the childminder's welcoming home. The childminder forms strong attachments with the children. She interacts warmly with the children as they explore the variety of activities on offer. The childminder makes learning experiences fun. For example, children excitedly join in dancing alongside the childminder and follow her instructions as they move their bodies. The childminder has high expectations for children's behaviour and development. She ensures that the curriculum is embedded in practice. The childminder supports children to become confident, independent and curious learners. Children display a positive attitude towards their learning and behave well.

Children enjoy plenty of opportunities to learn, explore and exercise outdoors. The childminder takes children on regular outings. Children explore the parks and woodlands nearby. They go on walks to school and around the local community. This supports children to develop their understanding of the wider world. Children confidently discuss their previous experiences. For example, they recall a recent walk where they collected conkers that looked like 'hedgehogs' in their horse chestnut shells. The childminder supports children to develop their understanding of numbers and quantity. Children count their conkers and group acorns together with support from the childminder. Children are encouraged to be independent and persistent. They attempt to open lids and packaging as they access their lunch boxes. The childminder praises them for their achievements.

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

- The childminder knows the children in her care well. She plans activities that children enjoy. However, on occasions, activities are not planned carefully enough for all children's specific learning and development. Therefore, some children become uninterested and return to familiar toys. This prevents all children from making the best possible progress from planned experiences.
- Children's speech and language are supported constantly by the childminder. She introduces new vocabulary through play. For example, two-year-old children confidently discuss 'open' and 'shut' as they fill containers with dried lentils during tactile play.
- The childminder forms strong relationships with parents by a variety of means, including discussions and an online application. Parents speak highly of the care and education their children receive. They discuss the 'dedication' the childminder displays in her role. Others comment on the excellent communication they receive in relation to children's learning and development.
- Children are encouraged to think critically by the childminder. For example, the childminder encourages the children to think about what would enable them to open horse chestnut shells. Children venture off eagerly to find objects, such as

plastic knives stored in the role-play area. This supports children to develop deeper thinking and become active learners.

- The childminder is nurturing and supports children's emotional well-being. Children display that they are happy and content. They seek out the childminder to share experiences and ask for help and reassurance when needed.
- The childminder has clear expectations of children's behaviour. When children occasionally show unwanted behaviour, the childminder reminds them of her expectations. However, the childminder does not always explain how their behaviour may make others feel. This prevents children from understanding how their behaviour impacts their friends.
- The childminder shows a strong commitment to continually improving her skills and practice. She attends face-to-face training and joins online training to ensure that her professional development is ongoing.
- The childminder helps children to learn about differences and diversity. She supports children to understand the wider world through a variety of experiences. For example, children celebrate cultural festivals different to their own and enjoy foods from different countries.
- The childminder plans activities to support children's physical development. Children learn new skills as they climb using large climbing equipment and join adult-led activities. For example, children focus intently as they create 'hedgehog spikes' using small pasta shapes. They carefully manipulate the pasta and add it to play dough. This activity helps children develop the small-muscle skills that are needed for holding a pencil and future writing.
- The childminder has a strong understanding of child development. She completes regular assessments of what children know and can do. The childminder concentrates on supporting any gaps in learning through activities. She shares this information with parents to further enhance children's learning at home.

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:

- plan more precisely to accelerate children's learning based on their individual interests and stage of development
- support children with clear explanations to understand the impact of their actions, including how others may feel.

Setting details

Unique reference number	2760769
Local authority	West Northamptonshire
Inspection number	10349458
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	0 to 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and was lives in Towcester, Northamptonshire. She was previously registered with a childminding agency in 2022. The childminder operates term-time only, from 8am to 5.30pm, Monday to Thursday. The childminder provides government funded places for children aged nine months to three years.

Information about this inspection

Inspector
Emma Serdet

Inspection activities

- The inspector observed interactions between the childminder and the children.
- The children spoke with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rational for their curriculum.
- The parents shared their views of the childminder with the inspector.
- 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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