

Childminder report

Inspection date: 7 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 greet the childminder with warm smiles when they arrive at her home. They rush inside and help to prepare food for the pet pigs, explaining to visitors to the childminder's home that pigs like carrots and apples to eat. Children understand the childminder's expectations and know to stand at the kitchen door and throw food to the pigs. The childminder helps children to understand what they need to do to keep themselves safe.

Children learn to be independent. They wash their hands without being prompted before it is time to eat. Children change their socks after getting messy during different activities. The childminder allows children to make their own choices throughout the day. For example, she offers them two different types of fruit for lunch and asks them which they would like to try. Children can choose which table to sit at to eat. This helps to develop children's emotional well-being.

Children make good progress with their development. The childminder gathers thorough information from parents before children start to attend the setting, including information about children's likes and interests. Children benefit from activities designed to help them develop to their next stage of learning. The childminder skilfully observes them and is knowledgeable about providing a sequenced curriculum. Children are well prepared to go to school when the time comes.

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

- The childminder knows the children she is caring for very well. She has strong bonds with them and is attentive towards their emerging needs. The childminder recognises when children are becoming tired and helps them to find their comforter ready for their nap. She provides fresh drinking water for children at all times and offers a range of nutritious and healthy food for children to try.
- The childminder helps children to be engaged and enthusiastic about their learning. After the children have been with their parents for the weekend, she plans an activity linked to something they have done at home. For example, parents share that children have been pumpkin picking at the weekend. The childminder plans an activity for children to make pumpkins, using play dough. She asks thoughtful questions to assess what children already know about pumpkins. The childminder uses what she finds out to plan future activities for children.
- Partnerships with parents are highly effective. The childminder works closely with parents. She invites parents into her home at the end of the day to share what children have been learning during their time with her. This helps parents to understand how they can also support their children at home. The

childminder provides ongoing support to parents with different areas of children's development, such as toilet training and helping children to stop using dummies and bottles. The childminder addresses these topics in a sensitive manner with parents.

- The childminder is skilled at incorporating areas of mathematical development into children's play. For example, she helps children to describe their pumpkins as 'big' or 'small'. When children explore an autumn sensory tray, the childminder encourages them to use the words 'full' and 'empty' to describe the capacity of different containers. In time, children begin to use these words themselves.
- Throughout the day, the childminder interacts with children. She asks questions to explore children's understanding. Children are keen to engage with the childminder and often call her name to share their thoughts and ideas. At times, the childminder does not manage the children's enthusiasm to respond to her questions. Therefore, on occasion, the quieter and less-confident children do not have the chance to share their own thoughts and ideas.
- Children spend short periods using different malleable materials. The childminder sometimes steps in too quickly to suggest ideas to children during creative activities. Children do not always have time to consider what they would like to make.
- The childminder is keen to continue to develop her knowledge and skills. She regularly accesses training to develop her knowledge of the curriculum and how she can continue to enhance the provision she offers.

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 the quieter and less-confident children with more opportunities to express their thoughts and ideas
- enhance opportunities for children to develop their own ideas during creative activities.

Setting details

Unique reference number	2761869
Local authority	North Northamptonshire
Inspection number	10349409
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 9
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 Mawsley, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education.

Information about this inspection

Inspector

Emily Lofts

Inspection activities

- The inspector viewed the areas of the premises used for childminding and discussed how the childminder ensures that they are safe and secure.
- 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 carried out a joint observation with the childminder.
- The inspector spoke to one parent.
- The childminder viewed a sample of key documentation.

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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