

Childminder report

Inspection date:

6 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are keen to help maintain a tidy environment. For example, the childminder asks them to help sweep rice off the floor after an activity. She reminds children to take it in turns to sweep the rice and says 'good job' when they have finished, praising them for helping. Children learn how to keep themselves safe when they walk with the childminder in the street. For example, she reminds older children to hold onto the pushchair or her hand and to cross the road safely.

Children are supported to develop their mathematical skills. For example, the childminder introduces language to describe size, such as 'small' and 'tiny', when children use different-sized scoops in rice. The childminder helps children to learn about 'more' and 'less' when they pour rice into containers. Children are provided with opportunities to develop the muscles in their hands. For example, the childminder shows them how to use large tweezers to pick up grains of rice. When children say they cannot do this, the childminder shows them again and offers suggestions about how to hold the tweezers. This encourages children to try again. When children achieve this by themselves, they say, 'I did it' and show happiness and pride in their achievements.

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

- The childminder reflects on her practice and makes improvements that impact positively on children's learning. For example, she changes the way children participate in a self-registration process, focusing more on encouraging children to hold conversations about their own and their friends' written name-cards.
- Children are encouraged to be independent. For example, the childminder asks children to use tissues to wipe their noses. She provides them with a step so that they can reach the sink to wash their hands, which promotes good hygiene practice.
- The childminder is aware that some children need support with their social skills following the COVID-19 pandemic. Therefore, she takes children to childminding groups to mix with other children. She takes them to shops to buy bread, which helps them to learn about money and to experience talking to different people.
- The childminder gathers information from parents about what children already know and can do when they first start to attend the setting. She uses this information, along with her own observations and assessments, to help identify any gaps in children's learning. This helps her to identify and support children with what they need to learn next.
- Overall, the childminder supports children's development well. However, some children who speak English as an additional language are not supported as well as others with their language development. For example, the childminder does not use keywords in their home language.

- Children listen to the childminder and follow her instructions. For example, when there is a book on the floor, the childminder asks children to pick it in case they slip on it. This contributes to children's understanding of how they can keep themselves safe. However, occasionally, the childminder does not help younger children to understand the consequences of some of their behaviours. For example, when younger children knock down towers that other children build, the childminder does not help them to understand how this may make others feel.
- The childminder offers children settling-in sessions when they first start to attend her setting. She encourages children to bring comforters and favourite toys. This helps children to feel emotionally secure and gives them opportunities to get to know the childminder and her home gradually.
- The childminder talks to parents about their children's achievements. She shares photos of activities they take part in. The childminder gives parents suggestions about how they can continue to support their children's learning at home. For example, she asks them to sing nursery rhymes with children to develop their speaking skills. This helps to provide a united approach to supporting children's development.
- Parents comment positively about the experiences the childminder offers their children. This includes praising her for taking their children for outings to the park to feed the ducks and for walks in woodland.

Safeguarding

The arrangements for safeguarding are effective.

The childminder finds out about children's dietary needs and allergies. This gives her the information she needs to promote their good health. The childminder maintains a clean and tidy home. She carries out safety checks to help minimise any potential hazards. For example, she ensures that children do not access the decking in her garden in icy weather because it is slippery. The childminder undertakes safeguarding training. She understands how to identify if children are at potential risk of harm, abuse or radicalisation. The childminder knows where to report any concerns she may have regarding children's welfare and safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support children who speak English as an additional language to further develop their language skills
- help younger children to understand the consequences of some of their behaviours on others.

Setting details

Unique reference number	EY100186
Local authority	West Northamptonshire
Inspection number	10300951
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 15
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 January 2018

Information about this early years setting

The childminder registered in 2002 and lives in Northampton, Northamptonshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 4.

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 spoke 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. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents 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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