

Childminder report

Inspection date: 21 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. They clearly demonstrate a close and positive attachment to the childminder. Children listen to her when she speaks to them, and they respond to her gentle but clear reminders to be kind to their friends as they play. Children benefit from the childminder's positive interactions as they develop confidence to keep trying at their chosen activity. For example, children persist at working together when they complete a jigsaw puzzle. The childminder talks to them about turning the pieces around to make them fit. Children show delight when they are successful in completing the puzzle.

Children are eager and motivated to join in with the activities, and they concentrate for lengthy periods on their chosen activities. They thoroughly enjoy being included in activities the childminder suggests, such as singing. They are excited to sing and join in with the words and the actions. Children benefit from how the childminder works consistently with their parents. Children's personal, social and emotional development is promoted, as the childminder helps them with changes in their life, such as when a new baby arrives in their family and when they develop confidence to leave their comforters in their bag and not rely on them during the day.

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

- Since the last inspection, the childminder has reflected on her knowledge. She has received some support from the local authority, and she has completed some training courses. This has helped to ensure she is confident in speaking about the intent for children's learning and how she supports them to make the best progress they can through the ambitious curriculum.
- The childminder is enthusiastic as she plays with children. She successfully engages them, and the children are motivated to explore, with the childminder's encouragement. The childminder helps children lead their play and to follow their interests. She makes suggestions about how children can extend their learning. She introduces numbers and colours into the conversation. However, sometimes, the childminder speaks very quickly to children and gives them too much information. This results in children not responding or understanding what is expected of them.
- Children have access to a good range of toys and books. They know where to find the toys they want and confidently choose what they want to play with. The childminder ensures that children have easy access to toys that they are interested in, including dolls and building blocks. Children are excited when they listen to stories. They join in with familiar parts of the story and look intently at the pictures. However, children have fewer opportunities to extend their imagination and their deeper thinking through finding out about real items and

items that do not have a defined play purpose.

- The childminder knows the children well and plans activities that build on their knowledge. Children who are interested in animals are encouraged to name familiar animals and mimic the noises they make. They explore textures as the childminder adds cereal to the tray with the animals. Children are confident to add spoons and containers. Their physical development and coordination skills are promoted as they scoop up the cereal to fill the containers.
- One- and two-year-old children play alongside each other well. Their behaviour is good, and they begin to play together. The childminder supports children skilfully. She reminds them to be kind and thoughtful to others and to share and take turns. This consistent approach from the childminder helps children to begin to recognise and manage their feelings. Children show kindness to their friends. For example, when they can see that a friend is upset, they offer them toys they find in a box. The childminder helps children to be independent as part of their preparation for moving on to pre-school. Children wash their hands and know to put the small towels they use into the washing basket.
- The childminder has a positive working partnership with children's parents. She keeps them up to date with their child's routines and progress. Parents make complimentary comments about their relationship with the childminder. The childminder finds out about what children do at home and arranges activities that broaden children's experiences. For example, to extend children's learning about animals, the childminder takes them on visits to a local farm, where they see pigs, sheep and horses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a suitable awareness of how to keep children safe and promote their welfare. She speaks confidently about recognising changes in children's well-being and other signs that could be indicators of abuse. She knows how to report any concerns to the relevant agencies. The childminder supervises children effectively during play and when they are eating. She carries out risk assessments of her home to ensure that any hazards are identified and steps are taken to minimise risks.

What does the setting need to do to improve?

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

- develop skills in how to promote and encourage children's conversational skills further, rather than interrupting them during play
- extend and promote children's confidence to explore real items and resources that have no defined play purpose.

Setting details

Unique reference number	EY100634
Local authority	North Northamptonshire
Inspection number	10242566
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 April 2022

Information about this early years setting

The childminder registered in 2002 and lives in Ringstead, near Kettering, Northamptonshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Melanie Eastwell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education during a range of activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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