

Childminder report

Inspection date: 20 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The children are clearly happy and content in the care of the childminder. Babies constantly giggle and confidently explore the setting. Babies who are usually unsure of visitors feel secure enough to approach them from the comfort of the childminder's gaze. Babies independently access a variety of colourful and attractive toys and books in the childminder's home, both indoors and outdoors. They copy the childminder when she cuddles a doll. This shows their high levels of imagination.

Babies show an interest in jigsaws. The childminder allows them the time to explore the pieces as they turn them around to try to get them to fit. These fine motor skills prepare children well for future learning and development. Children show delight and pride in what they can do. For example, babies smile proudly as they work out what happens when they press buttons on interactive toys. They delight in the praise they receive from the childminder for mastering these skills. Children are well behaved. The childminder praises them in a consistent and meaningful way. When babies offer their friends a toy, the childminder thanks them for their kindness. This helps to increase their self-esteem and emotional well-being.

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

- The childminder is committed to improving her knowledge and skills. She explains how a course she completed on 'treasure baskets' has helped her to introduce more natural resources into children's play and learning.
- The childminder thoughtfully plans a range of innovative and stimulating activities and experiences. She offers babies a selection of resources that link to the topic of people who help us, specifically firefighters. Babies enjoy holding and passing items to her. This helps to develop their hand-to-eye coordination.
- The childminder interacts overall well with the children. She uses every opportunity to model and reinforce language. This helps to promote children's early language and communication skills. For example, despite the babies being in the early stages of speaking, the childminder provides narratives during their play and introduces new words, such as 'squidgy'. However, very occasionally, she lacks confidence to fully support children, to ensure they remain highly engaged in activities.
- The childminder has a clear understanding of what she wants children to learn over time. She plans activities that help children to build on what they already know and can do. For instance, babies explore pretend small-world firefighters sunk into jelly. They use their fingers to take the figures out. This contributes to their developing small muscle movements.
- The childminder has high expectations of children from an early age. She

encourages babies to tidy away their bricks after playing with them. This helps to promote a positive attitude to looking after toys and the setting.

- The childminder promotes healthy lifestyles. She ensures babies get plenty of time outdoors in the fresh air. Babies crawl on the grass and chase balls. They giggle as the childminder blows bubbles. Babies confidently climb on and off wheeled toys. These activities contribute well to their personal development.
- The childminder is perceptive to children's daily routines. She recognises when children are getting hungry or when they are getting sleepy. The childminder carries babies to the cot, explaining it is time for them to have a sleep. This helps to develop close, emotionally secure relationships.
- The childminder provides opportunities for children to visit the wider community. For example, she has planned a trip to the local fire service with the children and their parents. This helps children to learn about people in the community. Furthermore, the childminder regularly socialises with other children and adults, which helps to support children's social development.
- Parents share positive comments about the care and learning that their children receive. They state that the childminder is caring and nurturing. Parents add that the childminder offers exciting activities and they value her daily feedback about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of possible signs and behaviours that may cause concern regarding children's welfare. She knows how to report any concerns. Furthermore, she has a secure understanding of wider safeguarding concerns, including the potential risk to children with regard to radicalisation and extremism. The childminder ensures close supervision of the children at all times. For example, when she changes one child's nappy, she ensures she keeps other children within sight and sound. This helps to keep children safe. The childminder keeps her home exceptionally clean and the premises are secure at all times. This helps to ensure no one can enter the house uninvited.

What does the setting need to do to improve?

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

- raise confidence in teaching to fully support children's engagement during activities.

Setting details

Unique reference number	EY101162
Local authority	West Northamptonshire
Inspection number	10138507
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 February 2015

Information about this early years setting

The childminder registered in 2002 and lives in Brixworth, Northampton. She operates from 7.30am to 5.30pm Monday to Friday all year round, except bank holidays. The childminder provides funded early education for three- and four-year-old children. She has a relevant qualification at level 3.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- The inspector looked around the areas of the setting available to children. 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 inspector held discussions with the childminder and spoke to the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of written references.
- Relevant documentation was available for inspection, including suitability checks, qualifications, policies and procedures.

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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