

Childminder report

Inspection date: 9 March 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 have strong bonds with the childminder in this home-from-home setting. They have cuddles with the childminder when they are tired, showing they feel safe and secure. The childminder encourages children to take turns as they play a game. They react positively to her as she reminds them of the rules. Children are friendly. For example, they offer toys to their friends and visitors to entice them into their play. The childminder supports children to develop their independence as she encourages them to open their packets of food at lunchtime. Children enthusiastically talk about their home life and family, enabling them to learn about each other and their differences.

Children confidently explore the variety of activities on offer and are supported to engage well. They develop their physical skills as they draw pictures and balance wooden blocks on top of each other to make towers. The childminder encourages them to discuss the colours of the bricks and how many they have. Children laugh as they knock them over. They preserve re-building these as the childminder encourages them to try to make even taller towers. Children have many opportunities to use their imagination as the childminder provides a wide range of role play equipment. For example, Children pretend to cook dinner in the play kitchen and chat with each other about their 'babies' as they play with dolls.

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

- The childminder has good knowledge of child development. She completes observations and assessments to check for gaps in learning and plans the next steps to help children progress. The childminder knows the children in her care well. She follows their interests during the activities she offers. For example, children confidently discuss their knowledge of dinosaurs as they play with toys. They smile as they say, 'dinosaurs lived long ago' when the childminder asks them if they have ever seen a dinosaur.
- The childminder engages children in a variety of activities. For example, she talks to children about the snow outside as they draw pictures. Children comment that the snow is falling from the sky and discuss what clothes they wear to keep warm when out in it. The childminder extends their knowledge, as she discusses rain freezing and turning into snow when it is cold.
- The childminder develops children's communication and language skills as she engages them in singing sessions. Children choose songs to sing and energetically follow the actions the childminder shows them. The childminder constantly engages children in conversation and asks them questions as they play. However, the childminder does not always give children enough time to think and respond to the questions she asks before she moves on or answers for them. This limits children's ability to share their thoughts and develop their

communication and language skills further.

- Lunchtime is a social occasion. The childminder talks to children about the food in their lunch boxes and encourages them to try all foods. Children say, 'I like pancakes' as they discuss the different foods they eat at home. Children learn about positive hygiene routines, such as washing their hands before lunch. However, the childminder does not embed these routines consistently. For example, they do not wash their hands before all meals and are not always reminded to cover their mouths when they cough.
- Overall, children behave well. The childminder encourages children to share, reminding them that, 'sharing is caring'. She uses appropriate strategies when children need support to regulate their behaviour. However, the childminder does not further develop children's knowledge of feelings and emotions or discuss how their behaviour can affect others.
- Parents report their children enjoy their time at the childminders and that she was a 'god send' with her support during the Covid-19 pandemic. The childminder shares information with parents about their children's learning. Parents comment that their children's speech and confidence have improved since attending.
- The childminder is aware of the importance of keeping her training up to date to refresh her knowledge and skills. She reflects on what she offers and how she can improve her practice. For example, she discusses she would like to source additional training on how she can support children with specific needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the different types of abuse children can be exposed to, such as the signs and symptoms a child is being exposed to extremist views. She completes safeguarding training to keep her knowledge up to date. The childminder is aware of the agencies she needs to report concerns to about children or adults in the home. She holds a valid paediatric first-aid certificate and keeps her home safe and secure. This knowledge and practice allow her to keep children safe from potential harm.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts and answer questions so they can develop their communication and language skills further
- support children to develop a deeper understanding of positive hygiene routines
- strengthen support for children to help them develop an understanding of their feelings and emotions and how their behaviour can affect others.

Setting details

Unique reference number	EY216929
Local authority	West Northamptonshire
Inspection number	10263531
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in Northampton. She operates all year round, from 7.45am until 5.45pm, Monday to Thursday, except for bank holidays, a week between Christmas and New Year and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the childminder has 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how they organise their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The inspector read several written testimonials and an email from parents sharing their views of the childminder.
- 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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