

Childminder report

Inspection date: 7 August 2024

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

The childminder provides a warm and welcoming environment for children. The children settle well and they are excited to play with their friends. They seek out the childminder for cuddles and reassurance when needed. Children invite the childminder to join in their play as they make ice creams for her in their role-play café. This demonstrates the strong relationship they have built with her. Children are confident and show they feel safe and secure in the childminder's home. The childminder plans a range of activities that focus on children's experiences and interests. For example, following a trip to the woods, children use magnifying glasses and tweezers to find toy minibeasts. Children excitedly tell their friends that the caterpillar becomes bigger when they look through the magnifying glass.

Children behave very well. The childminder has clear boundaries that children are familiar with. This ensures a calm and respectful environment for children to learn in. The childminder is a positive role model. She supports children to wait their turn as they choose different pictures from the song box, explaining to them that their turn will be next. Children are polite when talking to the childminder and their friends, using 'please' and 'thank you' with little prompting.

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

- The childminder knows the children well. She plans a curriculum that meets children's individual needs. The childminder organises her environment and plans activities that interest the children. However, during her interactions, she does not always support children to build on what they can do. As a result, some children do not always make the progress they are capable of.
- The childminder promotes children's communication and language well. She sings songs the children are familiar with and she uses them to support their developing language. For example, while singing 'Twinkle Twinkle Little Star,' she pauses before the word 'star'. This encourages the younger children to say the word. The childminder engages in conversations with the children, narrating and modelling words. She introduces new vocabulary, for example 'cocoon' and 'centipede' when looking at a book about minibeasts.
- The childminder supports children to develop their independence and self-care skills from a young age. Children learn to put on their shoes and wash their hands independently. They pour water from a jug and help prepare snack. The childminder observes the children, giving words of encouragement, as they use safety knives to cut their cucumber and bananas.
- The childminder promotes a love of reading. Even young children self-select books and sit quietly, turning the pages and looking at the pictures. The childminder brings stories to life by using props and puppets. This helps engage the youngest children. She asks questions and lets the children identify different

parts of the story from the pictures. She encourages the older children to join in by pausing during the story and letting them help retell the story in their own words.

- The childminder understands the importance of working with parents. She seeks parents' views on the care she provides through questionnaires. Parents talk about how they receive updates on their children's progress. The childminder provides suggestions on how to support parents with their child's development, for example with toilet training and healthy eating. This helps provide a consistent approach between the childminder and home.
- The childminder plans a range of opportunities for children to develop their social skills. They visit the local playgroup and soft-play centres. In addition, they regularly visit the local park and go on trips with other childminders and the children they care for. This allows children to develop new friendships and learn how to play collaboratively with others.
- The childminder is reflective and evaluates her practice. Since her last inspection, she has undertaken a range of training to enhance the level of her teaching. However, she now needs to use her evaluations to identify specific training that will support individual children's learning and development.

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:

- strengthen interactions to extend children's learning
- use evaluation of practice to identify specific training to support children's learning and development further.

Setting details

Unique reference number	EY217014
Local authority	West Northamptonshire
Inspection number	10351680
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 October 2018

Information about this early years setting

The childminder registered in 2002 and lives in Brackley, Northamptonshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Annette Franklin

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 childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke with the inspector during the inspection.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Parents shared their views on the setting with the inspector.

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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