

Childminder report

Inspection date: 17 May 2023

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

What is it like to attend this early years setting?

The provision is good

Children are extremely comfortable and relaxed in the childminder's care. They happily sit themselves on the childminder's lap during story time, showing they feel safe and secure. The childminder creates an environment that is easily accessible for children to make choices in their own play, which they do with ease.

Outside, children's physical development is well supported. The childminder provides a large space for children to ride trikes and run. She teaches them good coordination skills, such as kicking and catching balls. Children build their hand muscles as they are encouraged to dig in sand and lift heavy buckets as they play. Children are self-motivated to learn. They concentrate deeply as they practise using tweezers to pick up objects from the tray.

Children's behaviour is excellent. The childminder consistently supports children's understanding of behaviour expectations. Children learn to play cooperatively, take turns and share resources. All children show high levels of self-control and learn to manage disagreements without conflict. The childminder is an excellent role model and supports children to learn manners, such as saying please and thank you.

Children show very positive attitudes to learning as the childminder uses their interest to engage them. For instance, children show delight as they wheel cars through paint. The childminder supports concentration as she demonstrates how the colours change as the paints mix together. Children benefit from the wide variety of experiences the childminder offers, helping them to make good progress in all areas of learning.

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

- The childminder has devised a curriculum that is based upon children's developmental needs and personal interests. She uses assessments to identify what children know and can do and what they need to learn next. She plans experiences based around what children are interested in to ensure they are fully engaged. For example, the childminder uses an interest in dinosaurs to encourage children's creative and imaginative play as they build dinosaur houses with blocks. However, the childminder does not always offer sufficiently challenging activities to build on children's learning even further.
- Children's language and communication skills are very well supported. The childminder is animated when she reads books to children, pronouncing words correctly and praising children when they repeat them. She asks children questions about the stories and uses books to help them as they learn to recognise emotions and feelings. For instance, they discuss why the dinosaur has a 'grumpy' face.

- Mathematical concepts are introduced from a young age. The childminder often counts with children and sings number songs and rhymes. She talks to them about adding 'more' sand to fill the bucket and helps them understand that it gets heavier when it is full.
- Children have good opportunities to develop healthy lifestyles. The childminder provides the children with home-cooked, nutritious meals and snacks. Children help prepare their food as they chop fruit and engage in conversation about a healthy diet. Children develop good hygiene practices. They know they have to wash their hands before eating or after playing outside.
- The childminder plans outings into the local community. Children learn about people and communities beyond their immediate experience. They develop their social skills as they regularly meet with other groups of children. Children learn about the world around them as they take walks through woodlands and go on nature trails.
- Independence is regularly encouraged by the childminder. Children eagerly do things for themselves. For example, they find their shoes and put them on ready for outdoor play. Young children take on the responsibility of helping to tidy away toys. The childminder helps children to persevere with difficult tasks. For instance, children show determination when putting on aprons. They keep trying until they succeed and beam with pride.
- Parents are extremely grateful for the nurturing care their children receive while they are with the childminder. They say the childminder's 'calm and caring aura' has a positive effect on their children's well-being and behaviour. They praise the childminder for the additional support and advice they receive on subjects such as toilet training, sleep and internet safety.
- The childminder seeks to continuously improve her practice. She regularly gathers the views of parents and children on the care she provides. She uses this feedback to make well-informed changes to her own practice. For example, children and parents are involved in the redesign of the childminder's garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of how to identify when a child may be at risk of harm. She is confident in the procedures to follow if she has a concern for the welfare of a child or if an allegation is made against herself or a member of her household. She has attended training, which has supported her to develop her knowledge of safeguarding issues. For example, she can recognise the signs of radicalisation. The childminder carries out regular risk assessments in her home. She assesses risk when taking the children on trips into the local community. She also supports children to recognise risk when on outings, such as road safety.

What does the setting need to do to improve?

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

- strengthen the planning of opportunities to offer further challenge to children to build on what they already know and can do.

Setting details

Unique reference number	EY225755
Local authority	North Northamptonshire
Inspection number	10279986
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 11
Total number of places	6
Number of children on roll	23
Date of previous inspection	28 September 2017

Information about this early years setting

The childminder registered in 2002 and lives with her family in Luddington-in-the-Brook, Northamptonshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charmaine Cayton

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 the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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