

Childminder report

Inspection date: 3 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to learn with this nurturing, warm childminder. They quickly engage in play as they select from a wide range of resources. Children excitedly greet their friends and confidently access the different activities available to them. They demonstrate that they feel safe and secure. Children develop strong, meaningful relationships with the childminder as they cuddle with her and discuss what they did at the weekend.

Children benefit from trips and outings in the local community. For instance, they enjoy joining forest school sessions which provide them with further opportunities to socialise and develop their understanding of the world around them. Children develop their creativity and practise their small-muscle skills as they manipulate play dough. They use their hands to squash it flat and then roll it into a ball, adding sticks and buttons, to create hedgehogs. The childminder engages children to think about the detail of what they are making as she sits alongside them and reads a story about hedgehogs. Children's spontaneous learning is supported well. For instance, they use nets to scoop plastic fish from the water tray, transporting them to jugs to make 'fish tanks'. The childminder supports children's learning further as she discusses size and mass and offers some weighing scales for them to see who has the most water. Children recognise the numbers displayed on the scales saying, 'That is three, I am three'. This supports their early understanding of mathematics.

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

- The childminder has developed a well-planned curriculum. She understands children's needs and supports them to develop and make progress. She identifies where children need help in their learning and skilfully plans support into the daily routine. For example, children who are learning to recognise their own name are encouraged to point out familiar letters during a story.
- The childminder uses her experience and childcare knowledge in her interactions with children. She gently asks questions to find out what they know. For example, as children play with fish, they look at colours and shapes while also discussing where the fish might live. However, the childminder does not always make the most of these conversations to extend children's growing vocabulary further.
- Children develop their self-help skills. The childminder encourages children to put their own shoes and coats on. She praises them when they independently wash their hands after a messy play. Children behave well. They are familiar with daily routines and happily join in at tidy-up time, taking turns to use the vacuum cleaner to help clean up. The childminder is an excellent role model and consistently supports children to use good manners.

- Children have positive attitudes towards play and learning. The childminder enthusiastically supports them to develop new skills. For example, as children explore the play dough, she introduces scissors to help develop their small-muscles and hand grip. Children enjoy the challenge and remain engaged for extended periods, persisting with the difficult task as they learn to cut.
- The childminder provides healthy food choices, teaching children about the importance of a healthy lifestyle. Children are learning about brushing their teeth and enthusiastically talk about 'Alan the alligator' who needs new teeth.
- Parents are very happy regarding the care provided by the childminder. They value the support they receive and say they have total trust in her. The childminder regularly shares information about children's progress. She provides a private online blog, where she shares activity ideas and other useful information for parents.
- The childminder is highly skilled at identifying children who may benefit from early intervention or extra support. She works effectively with other professionals and parents to ensure children are provided with consistent care and learning. This ensures children with any additional needs have the best chance of being ready for the next phase of their education.
- The childminder regularly reflects on and reviews her practice. She keeps her knowledge up to date as she frequently participates in additional training courses to develop her skills. The childminder also uses this process to make improvements that enhance children's learning experiences. For example, recent research has influenced the resources she offers to children to support their well-being and involvement in play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is securely maintained. She uses a video doorbell to alert her to any visitors at the door. The childminder understands how to identify any concerns about a child's welfare and knows what action to take in response. She ensures that she keeps up to date with local safeguarding concerns and any changes to procedures. The childminder regularly risk assesses her home and any outings to ensure children are kept safe. Children are safely supervised at all times.

What does the setting need to do to improve?

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

- strengthen interactions and conversations with children to help increase their vocabulary to an even higher level.

Setting details

Unique reference number	EY232253
Local authority	North Northamptonshire
Inspection number	10234659
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 2002 and lives in the town of Rushden, Northamptonshire. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early 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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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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