

Childminder report

Inspection date: 22 February 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 clearly enjoy their time in this home-from-home setting. When they arrive, they hold their arms out to the childminder to be picked up. She cuddles children as they say goodbye to their parents. Children who are already at the childminder's home shout with joy, 'My friend is here'. Children show a positive attitude to learning. They jump up and down with excitement as the childminder encourages them to use pens, brushes and water to make marks. Children develop their small physical movements as they move the pens and brushes in different ways to make patterns. They have the opportunity to practise and learn skills that prepare them for the stages in their learning.

Children's behaviour is good. The childminder has high expectations of what they can do. Children are supported by the childminder to share the toys they play with. When they start to do this independently, she praises them. Children are encouraged to be independent throughout the day. One-year-old children fetch the changing mat ready to have their nappy changed. Two-year-old children manage their self-care needs, such as toileting, independently. Children take off their shoes and coats by themselves and know where to hang them up.

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

- The childminder plans a curriculum which builds on children's individual next steps. She finds out about the experiences and opportunities they have at home and provides activities to broaden these. For example, the childminder recognises that children would benefit from developing their physical skills by accessing climbing apparatus. She takes them on regular walks in her local area, as well as the park where they can access different climbing frames and resources.
- The childminder encourages children to develop a healthy lifestyle. When they play imaginatively with play food, she talks about foods that they should only eat sometimes as a treat and how fruit is good for you. Children have access to fresh drinking water throughout the session. The childminder reminds them to have a drink so they keep themselves hydrated.
- The childminder incorporates mathematical learning into children's play. For example, one-year-old children problem-solve how to fit different shapes into a shape sorter. They copy as the childminder names the shapes. Two-year-old children develop their early counting skills and confidently count to five as they build a tower using bricks. Later, they recognise different shapes they have made using sand.
- The childminder has good relationships with the children she cares for. She recognises that they need time to explore independently, so she steps back and observes them as they play. At appropriate times, the childminder interacts with

children and comments on what they are doing. Children are keen to talk to her and involve her in their play. However, the childminder does not make the best use of questioning to find out what children already know and promote further discussion.

- Partnerships with parents are good. Parents feel well informed about their children's development. They know how they can support children at home with the next stages of their learning. Parents comment how 'nurturing and approachable' the childminder is. They would wholeheartedly recommend her to other parents.
- The childminder has not yet fully developed links with other settings children attend. When collecting older children from school, she ensures any messages between home and school are passed on. Parents pass messages between the childminder and other early years settings they attend. However, the childminder has not yet made links herself to talk about children's learning and development. This means a collaborative and consistent approach towards this is not supported as well as it could be.
- The childminder has accessed some online training since her last inspection. She reflects on her practice and continually reviews activities to consider what has gone well and what she would do differently next time. The childminder demonstrates a commitment to continually improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes comprehensive risk assessments to ensure that any hazards in her home or on outings are reduced. She is trained in paediatric first aid. She keeps accurate records of any accidents that occur and makes sure parents are informed. The childminder understands what the signs and symptoms of abuse are. She knows who to report her concerns to and keeps contact details in her safeguarding policy. The childminder understands what female genital mutilation is and how to protect children from this. She takes part in regular safeguarding training to ensure her knowledge is kept up to date.

What does the setting need to do to improve?

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

- make the best use of questioning when interacting with children to promote further discussion
- develop partnerships with the other early years settings children attend.

Setting details

Unique reference number	EY239855
Local authority	West Northamptonshire
Inspection number	10073120
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	27 June 2016

Information about this early years setting

The childminder registered in 2003 and lives in Crick, Northamptonshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emily Lofts

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Written feedback from parents was viewed and their comments taken into account.

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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