

Childminder report

Inspection date: 30 January 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

Children are happy and enjoy their time in the childminder's home. She creates activities that she knows children will enjoy, and they hurry to find their favourite things when they arrive. The childminder has high expectations for children's behaviour. She explains to children why they cannot do certain things in her home and the potential consequences. This helps children learn to manage their behaviour and understand how to keep themselves safe. Children are polite and learn to use their manners. When the childminder offers them a drink, they say, 'Yes, please'. Babies and young children settle quickly. They show they feel at ease and relaxed with the childminder as they fall asleep while having a cuddle with her.

The childminder teaches children how to be patient. Children show they can listen and wait for instructions before starting a new activity the childminder provides. The childminder offers lots of positive praise to children. This helps them to become resilient as they try again when things are challenging. Children show their increasing levels of confidence as they politely ask for help when they need it, such as when they struggle to unscrew the lid of the bird feeder.

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

- The childminder has a clear curriculum and ethos for her provision. She wants children to feel like her provision is an extension of their home. The childminder has a clear vision of what she wants children to achieve before starting school. She focuses on children becoming articulate and able to express themselves confidently. The childminder provides them with opportunities to learn life skills and become independent. Children show what they have learned from the childminder and confidently explain and demonstrate how to zip up their coats.
- The childminder teaches children how to become confident communicators. When they show curiosity and ask questions, she uses this as an opportunity to extend their learning. For example, when children ask how the birds will eat the seeds from the bird feeders, she teaches them how they use their beaks to peck. Children demonstrate prior learning of different vocabulary as they correctly identify different birds from their birdwatching sheet, including robins and pigeons. When children go outside, the childminder encourages them to talk about what they can hear. Children identify noises such as planes and cars.
- The childminder promotes children's physical development. Children enjoy using their large-muscle skills to stack blocks on top of each other. The childminder teaches children the concept of balancing and encourages them to carefully stack more blocks without the tower falling. Children have opportunities to practise their small-muscle skills as they use a spoon to scoop seeds and nuts into a bird feeder. This also helps them to practise their hand-eye coordination.
- The childminder provides children with opportunities to explore their local area.

She takes children on outings to local museums and libraries. In addition, the childminder has developed a close relationship with the local primary school. She takes children to visit the school to join in activities with older children. It also aids children as they leave her setting, as they are already familiar with their new environment.

- Parents are happy with the care provided by the childminder. They praise her homely provision and how friendly she is. Parents state that their children have made lots of progress since attending the childminder's setting. The childminder ensures that parents understand their child's developmental progress and how they can help support their learning at home. She regularly sends home books for children to share with their parents to develop a continuity between her home and theirs. However, the childminder has not yet developed a partnership with other settings that children attend to improve consistency and further support their 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 partnerships with other settings that children attend to support children's learning and development further.

Setting details

Unique reference number	EY246684
Local authority	North Northamptonshire
Inspection number	10308131
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2003 and lives in Wellingborough, Northamptonshire. She operates all year round, from 7.30am to 5.30pm. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 the evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- 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 childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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