

Childminder report

Inspection date: 1 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

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 have strong bonds with the childminder. They demonstrate they feel safe and secure. Young babies who have only recently started with the childminder, snuggle into her when they need reassurance. Children have their needs responded to quickly when they become upset, for example when they need their bottle of milk or they become tired.

Children's behaviour is good. They work together to build a model of a car using construction materials. Children learn to take it in turns to put a different piece on the model. They show pride in their achievements as they excitedly say to the childminder 'look'. The childminder praises them for what they have made. Two-year-old children are developing their understanding of being kind and showing respect to their friends. They pass rattles to young babies when they drop them out of their bouncing chair. As they independently climb onto seats to sit at the table, they remind their friends 'be careful'. The childminder has high expectations of what children can do. She encourages older children to be as independent as possible. Two-year-old children confidently self-select from the different resources available when playing.

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

- The childminder gets to know children very well before they start with her. She finds out all about children from the information parents share. She then uses this information to plan activities which widen the experiences children have at home. The childminder recognises children do not always have access to a varied range of books. She takes children to visit the lending library. Children borrow books and excitedly put them in their book bag to take home to read. Parents who share these stories with children comment in their child's reading diary how much they have enjoyed different stories. Young babies are offered sensory books to explore, with different textures on each page.
- The childminder supports children to develop their early communication and language skills. Two-year-old children ask questions throughout the day and speak confidently in sentences. Young babies babble and smile as the childminder talks to them. The childminder reads stories to children and uses story sacks to encourage children to take part. Children revisit favourite books and repeat familiar phrases from the story 'Owl Babies', such as 'I want my mummy'. They pretend to fly their toy mother owl around the room to find the baby owls. Children learn the words to different songs. Two-year-old children jump up and down with joy as they copy actions and sing along. Young babies listen and show their enjoyment as they kick their legs in delight.
- The childminder plans a range of interesting activities for children to access. She builds on what children already know and can do. For example, two-year-old

children find out about what clothes would be best to wear when it is cold and windy outside. However, at times the childminder does not consider children's different ages and stages of development. She does not always adapt her adult-directed activities to fully include all younger children. This means, on occasion, they lose interest and struggle to join in.

- Since her last inspection, the childminder has attended a range of training. She has accessed training to support the children she cares for, such as those with special educational needs and/or disabilities. The childminder demonstrates a deeper understanding of how to offer more carefully considered support, such as by providing clearer instructions and visual clues.
- The childminder works very closely with parents to support children's learning. Parents comment that the childminder 'provides exceptional care and is trustworthy'. The childminder talks to parents about any support children may need with their development. Parents say they feel happy that the childminder takes the children to local playgroups in the area, so they can play as part of a larger group. They say when they drop their children off, they wish they could stay too as the activities look so much fun.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understand of safeguarding. She understands her role in protecting children when she has concerns about their welfare. The childminder attends safeguarding training each year, which helps her keep her knowledge up to date. She knows to inform the local authority designated officer if an allegation is made against herself or a member of her family. The childminder completes visual daily risk assessments of her home. This ensures any potential hazards are removed and children can play and explore safely. The childminder completes detailed accident records and makes sure parents are informed.

What does the setting need to do to improve?

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

- consider further how to adapt adult-led activities to ensure children of all ages and abilities can join in.

Setting details

Unique reference number	EY246687
Local authority	North Northamptonshire
Inspection number	10073146
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2002. She lives in Wellingborough, Northamptonshire. The childminder operates from Monday to Friday 7.15am until 5.30pm, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector viewed written feedback from parents and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022