

Childminder report

Inspection date: 12 November 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

The childminder has a warm and caring approach with the children. She helps them to feel a sense of belonging in her home. Children are confident to choose their own toys and they ask the childminder to join in play with them. When children play with the toy kitchen, they use their imagination to make pretend cups of tea and say the numbers as they press the buttons on the microwave. The childminder guides children to match the name of the number as they say it with the number they see on the buttons. This positive interaction helps promote children's confidence in recognising numbers.

The childminder promotes children's confidence and social skills. She takes children on regular outings to meet up with friends. Children are eager to look at photos. They become excited as they point out their friends in the pictures and talk about what they have done together. This recall of previous events through discussion with the childminder sparks children's interest to revisit these activities. When pictures remind them, children find the resources again to recreate their play. The childminder's gentle and positive involvement with children supports their concentration and their sustained interest as they play.

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

- The childminder has an organised and professional approach to her work. She enhances her skills through targeted training and working closely with other professionals. This results in the childminder having a good knowledge of how to effectively help children who require additional support at her setting. Alongside this, she knows how to make timely referrals to the other agencies when required to ensure children receive specific help for their individual needs.
- The childminder effectively promotes children's communication and language skills. She encourages children to express their ideas; she gives them time to think about what they want to say, and they are eager to speak to her. The childminder speaks clearly and helps children with their pronunciation by repeating words back to them correctly when required. Children develop their vocabulary as the childminder uses descriptive words when they play together.
- The childminder knows the children well. She offers activities that build on the knowledge they have already. Children refer to the pictures they see in a story and learn to mix colours themselves, such as putting black and white together to make grey to paint a squirrel. The childminder encourages them to try different materials, such as sponges and brushes, to paint. She talks to children about how they produce different effects and respects the children's choice of how to do their painting.
- Overall, the childminder is skilled in engaging children and teaches them through positive interactions. Occasionally, however, she does not encourage them to

persevere and work out how they can solve problems before she steps in. For example, when children construct the train track and ask her for help, the childminder does not ask them or check with them to find out how they want her to help before changing the track they have already built.

- Children are curious and motivated to play and explore. They listen to the childminder intently as she reads stories to them, and they concentrate on activities, such as painting and play dough, for lengthy periods of time. The childminder is respectful and values children's opinions. She is a good role model, and this is reflected in the children's positive behaviour.
- The childminder promotes children's well-being. She accommodates children's preferences for how they best settle to sleep. She listens to children and takes account of their views. Children choose what they want to play with, and they invite the childminder to join them.
- The childminder works effectively alongside parents. She provides them with detailed information about their child's care routines and about what they have enjoyed doing. She gives parents ideas for how they can continue their child's learning at home. The consistent approach that is in place contributes to children's learning and promotes their feelings of well-being at the childminder's home.

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 interactions with children to help them develop their problem-solving skills.

Setting details

Unique reference number	EY251951
Local authority	West Northamptonshire
Inspection number	10373301
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 December 2018

Information about this early years setting

The childminder registered in 2003 and lives in East Hunsbury, Northampton. She operates Tuesday, Wednesday and Thursday, term time only, from 8am to 4.30pm. The childminder holds a childcare qualification at level 3. She provides government funded places for children aged from nine months to three years.

Information about this inspection

Inspector

Melanie Eastwell

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector took account of written feedback from children's parents.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the childminder.

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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