

Childminder report

Inspection date: 2 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 are happy and settled in this home-from-home setting. They move confidently around the setting making choices about what they would like to play with. Children demonstrate they feel safe and secure. They tell the childminder when they are feeling tired and would like to have their nap. Children are familiar with the routines of the day. They anticipate what they will do next. For example, they let the childminder know when it is snack time.

Children have very strong relationships with the childminder. They cuddle up on her lap and talk to her about their day. They smile as she tucks them in to have a sleep. Children give the childminder a 'high five' as they are supported to successfully use the potty. The childminder knows the children very well.

Children's behaviour is exemplary. They share well with friends and learn to take turns. Children play a game with each other and negotiate roles. They agree that one of them should count the bears, and the other should choose the colour of the bowl to put them in. They then swap, and children say, 'It's your turn now.' Children are polite. They say 'please' and 'thank you' to the childminder without being prompted.

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

- The childminder observes children closely as they play. She uses the information she gathers to plan for the next stages of children's learning. She links what children need to learn next with children's interests. This means that children are engaged and motivated to learn.
- The childminder finds out about the experiences children have at home. She broadens on these to widen the opportunities children have. Children visit the local library to take part in a range of singing and story groups. They enjoy accessing a range of story sacks to retell stories. Back at the childminder's home, children make their own story sack. They retell the story of 'The Very Hungry Caterpillar' with the childminder's support. They gasp in amazement and say 'wow' when the cocoon becomes a butterfly.
- Parents are very positive about the care the childminder offers. They comment how pleased they are with the nutritious healthy meals the childminder provides for children. They feel fully involved in all areas of their child's development. They say the childminder suggests activities they could do at home to support their children's learning further.
- The childminder encourages the children to be healthy. At snack time, she provides a wide range of different fruit for them to try. Children try foods such as blueberries and bananas. The childminder talks to the children about where food comes from. Children have access to fresh drinking water throughout the

day. They visit local parks and build confidence with their physical skills by climbing on a range of climbing equipment.

- The childminder recognises how children could be more independent in the next stages of their learning. She encourages children to have a go at doing up their own zip on their coats, in preparation for when they go to school. However, at times, the childminder completes tasks for children which they would benefit from having a go at themselves. For example, she does not always encourage them to help to tidy away resources or to help prepare their own fruit for snack time.
- The childminder interacts with the children throughout their play. She asks them thoughtful questions. Children have time to consider their responses carefully. At times, children can become distracted by other noises in the room, such as the television. This means that children do not always have the opportunity to sustain their interest for even longer.
- The childminder is a reflective practitioner. She adapts her provision to suit the needs of the children she is caring for. For example, she provides a small area in her home specifically for older children to access activities with smaller parts. This ensures young babies' safety as they cannot access them. The childminder identifies what she does well and what she would like to do better. She demonstrates a commitment to continually improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to report any allegations that are made against herself or a member of her household. The childminder attends safeguarding training regularly to ensure that she keeps her knowledge up to date. She has a secure understanding of the signs and symptoms of abuse. The childminder knows how to record concerns if she is concerned about a child's welfare. She understands how to keep children safe when they go on outings. She carefully risk assesses to identify potential hazards and then takes action to ensure that these are minimised.

What does the setting need to do to improve?

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

- develop children's independence skills further
- minimise distractions so that children can sustain their interest in activities for even longer.

Setting details

Unique reference number	EY263926
Local authority	West Northamptonshire
Inspection number	10073220
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 2003 and lives in Duston, Northampton. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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 the premises and discussed how she ensures that the environment is safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children to find out about their time at the setting.
- The inspector viewed written feedback from parents and took account of their views.

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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