

Childminder report

Inspection date: 9 September 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 have a clear attachment to the childminder. They approach her for comfort and reassurance when they wish, and the gentle reassurance the childminder provides enables children to relax and feel safe in her home. Children are interested in the activities, and the childminder successfully engages them in their play. Children develop their hand-eye coordination as they complete a puzzle. The childminder supports their learning as she gives them clues that help them to find where the pieces go. When the puzzle is complete, the childminder gives the children lots of praise to acknowledge their effort and achievement.

The childminder meets each child's needs effectively. She recognises when children are hungry, tired or need a change to their activities. Children are excited to go outside to play, and the childminder ensures that all children are included. Younger children learn from their older friends as they watch how to fill a jug with water from the tap and enjoy pouring the water into a tray. Children become engaged and concentrate on their activities. The childminder helps children build friendships; she comments when children show care to their friends and when they work well together. Positive interaction promotes children's good behaviour. Children say 'well done' when their younger friend successfully manages to drink from an open cup at lunchtime.

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 is committed to keeping her knowledge up to date. She recognises the value of the additional understanding she gains from training. This has helped her to further promote children's learning through her interactions with them, storytelling, and safer eating for children. The childminder develops trust and positive working partnerships with parents. Effective sharing of information daily ensures that children's needs are consistently met and parents can continue their child's learning at home.
- The childminder knows the children well. She has an effective curriculum that builds on what each child already knows. The curriculum provides suitable challenges to help children work towards their next steps and follow their interests. When children search for toy animals to go in a trailer, the childminder encourages them to keep trying and suggests they use binoculars to help them. Children are eager to continue until they find all the animals.
- The childminder mostly supports children's awareness and interest in the natural world. She regularly takes children on walks to explore local woodland. However, she does not always carefully plan activities to further promote their interest and extend their learning.
- Children benefit from the childminder's skilful teaching. The childminder

promotes children's communication and language skills well. Children listen intently as she reads stories to them. They talk about the pictures and name familiar things they see. The childminder speaks clearly to children and allows them to respond. She encourages younger toddlers and babies to be vocal and introduces new words during conversations to widen children's vocabulary.

- The childminder supports children's developing awareness of numbers and shapes. Children count items during stories and play. The childminder asks children to choose whether they would like a big or small strawberry. However, occasionally, the childminder does not provide clear enough information to help the most able children to extend their interest in capacity.
- The childminder builds positive relationships with the children. She has a gentle, calm and consistent approach that contributes to children's feelings of well-being and belonging in her home. Children learn to be independent; they know where to find their coats and boots and put them on before playing outside. Children make choices about their activities and eagerly help to tidy away when they finish playing.
- The childminder is a good role model for the children. She speaks to them clearly, which helps children understand what is expected of them. Children respond positively to the childminder when she explains why certain behaviours are not kind or acceptable. Children are curious about the activities and become deeply engaged. The childminder promotes children's confidence when she comments on how they persist and solve problems they encounter.

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:

- focus more precisely on ensuring that the early mathematical language used during adult-led activities is clearly and consistently presented to help children learn about the concept of capacity
- extend the planning of activities to further develop and build on children's interests.

Setting details

Unique reference number	EY266757
Local authority	West Northamptonshire
Inspection number	10351893
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	12
Date of previous inspection	31 October 2018

Information about this early years setting

The childminder registered in 2003 and lives in Woodford Halse, Northamptonshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded care and early education for children aged from nine months up to three years.

Information about this inspection

Inspector

Melanie Eastwell

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 talked to the inspector about her curriculum and what she wants children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke to a parent during the inspection and took account of their views. Additionally, the inspector took account of written feedback provided by parents.
- The inspector observed the quality of education being provided, indoors and outdoors, 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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