

Childminder report

Inspection date: 6 June 2023

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 children enjoy this childminder's loving and homely environment where each of them is valued and respected. The childminder works closely with parents right from the start and spends time getting to know the children. Children are happy and demonstrate strong attachments to the childminder as a result. The childminder responds positively to children's needs, providing comfort and reassurance when they need it. Children have access to a variety of interesting resources, which the childminder continuously refreshes and re-evaluates through regular feedback from the children and their parents. By getting to know each child well, the childminder plans activities that follow individual their interests and current ability, helping them to make good progress in their learning.

Children are actively involved in their play, and they show confidence as they explore new activities with enthusiasm. For example, babies enjoy sensory experiences with coloured spaghetti as they explore it with their hands and feet alongside the childminder. They are learning new concepts of positioning and mathematics as they hide and uncover items with the spaghetti and talk about containers being full or empty. The childminder praises children for their achievements, boosting their self-esteem. Children are independent and manage their personal care needs well. Babies feed themselves and older children put on their own shoes and coats. This helps to prepare them for their move on to school.

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

- The childminder has developed a good understanding of the children she cares for and their families. She has a clear understanding of the children's starting points, and she assesses children's progress through continually observing and tracking their development. The childminder maintains communication with parents daily about their children's day and activities. However, she does not regularly share information with them about their children's progress and development. Furthermore, the childminder does not yet support parents to progress and extend their children's learning at home.
- Children enjoy a variety of nutritious food at snack time. They learn the importance of eating the healthy food options from their lunchbox before they enjoy any treats. Children also learn the importance of good health and hygiene through everyday activities. For example, they learn to wash their hands before mealtimes and after petting the family dog.
- The childminder promotes children's physical development and understanding of the local community through regular outings to nearby parks and stay-and-play sessions. These trips provide opportunities for the children to explore different environments and practise their physical and social skills. The childminder also plans engaging activities such as planting vegetables and observing nature,

teaching the children about plant growth and the natural world.

- Children learn about positive behaviour through praise and rewards from the childminder. For example, children receive stickers and medals for helping around the setting or for being kind to one another. The childminder speaks to the children about the house rules and encourages sharing and patience with regular support.
- The childminder provides a language-rich environment where children are encouraged to learn new vocabulary. For example, babies learn words such as 'slimy' and 'wiggly' as the childminder describes what she is feeling and seeing during sensory play. The childminder holds positive interactions with the children as she repeats words back to them to check her understanding and to ensure that they hear the correct pronunciation. This increases their confidence in speaking.
- The childminder provides exciting activities and resources to help children learn new information and important new skills. For example, children learn how to tie up their own shoelaces by using real shoelaces within a story book and how to cut up their own food at snack time. Children also learn about people who help us and about different religions. For example, the childminder uses police and emergency service hand puppets during stories to bring them to life, and she provides craft opportunities that explore different cultures.
- Parents comment that they feel their children are happy, well cared for and safe with the childminder. They refer to the childminder's professional approach and the setting's nurturing environment. Parents comment that their children are making good progress and that they are happy with the daily routines and communication in place.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that might indicate that a child is at risk of abuse. She understands the procedures to follow when reporting any concerns about children's welfare or potential allegations made about her practice. The childminder keeps her knowledge of safeguarding up to date by accessing relevant training, including how to keep children safe from radicalisation. The childminder carries out risk assessments when on outings to ensure that any potential hazards are minimised, and she teaches the children how to keep themselves safe when crossing the road or in the event of a fire.

What does the setting need to do to improve?

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

- support parents to extend their children's learning at home and regularly share information with them about their children's progress and development.

Setting details

Unique reference number	EY271520
Local authority	West Northamptonshire
Inspection number	10280015
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 August 2017

Information about this early years setting

The childminder registered in 2003 and lives in Northampton. She operates all year round, from 7am to 5.30pm, Monday to Wednesday, and provides wraparound care, before and after school, Thursday and Friday. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Aimee Dillard

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 provider.
- The childminder and the inspector completed a learning discussion together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Parents shared their views of the childminder's setting with the inspector through written feedback.
- The childminder and the inspector carried out a joint observation.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The inspector viewed the areas of the premises that are used for childminding.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of household members.

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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