

Childminder report

Inspection date: 31 August 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	Outstanding
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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 calm and caring provision. They form strong bonds with the childminder, which makes them feel safe and secure. Children behave well. They demonstrate confidence and high self-esteem as they laugh and play with their peers and the adults who care for them. Children show respect for each other and the resources they use. They instinctively work as a team to tidy up the toys after they have finished playing with them. Younger children quickly develop a secure understanding of how to behave from an early age, as they follow the older children's behaviour. They are kind to each other, work together and are learning how to share. For example, they take turns when using toy cars outdoors.

Children are developing their confidence in exploring a range of materials. For instance, they enjoy experimenting with paint and concentrate on the marks they can make. Children can intentionally make marks, observing the patterns they create. Children become deeply engaged in activities as they explore the garden. Older children are encouraged to think creatively as they work out how to build a car track from cardboard tubes. Children quickly develop their confidence and independence. For example, younger children are keen to feed themselves at mealtimes and older children are beginning to use the toilet independently.

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

- The childminder supports children to learn words, such as 'imagination'. She helps them understand its meaning. Children are engaged in conversations that inspire them and chat with one another. Children develop a love for books, as the childminder promotes this throughout the setting. Books are easily accessible in the provision. Older children enjoy reading to younger children. They develop their understanding of different emotions through reading books about feelings.
- The childminder finds out about children's care routines at home and follows these where possible. She sensitively recognises the feelings of parents who are leaving their children for the first time. The childminder communicates daily with parents and shares photos of what the children have been doing during the day. She keeps parents well informed about their children's learning and encourages them to continue to share what they know about their children.
- The childminder provides a wide range of activities and experiences for children in her care. However, at times, the childminder does not adapt her activities to suit all ages of the children present. This sometimes means that activities are too challenging for younger children, which limits their ability to join in.
- The childminder has high expectations for all children. She is a good role model and promotes positive behaviour. Children are encouraged to share resources with one another and use good manners. The childminder understands that

some children have missed out on social interactions during the COVID-19 pandemic. She provides multiple opportunities to meet up with others and attends groups outside of the home. This helps to develop children's confidence in social situations.

- The childminder notices what children are interested in and what they like to do. She uses these interests to help children learn through play. The childminder has a good understanding of what children can already do and what they need to learn next. She provides children with a wide range of experiences, including trips to places in the community. For example, she takes children to art and craft sessions and attends events with other local childminders and their minded children. This helps to support children's social skills and confidence further.
- The childminder encourages parents to provide healthy and balanced packed lunches and talks to the children about the benefits of nutritious food. Children are keen to go outside and play. They run around and climb and balance on equipment.
- The childminder sends daily updates to keep parents up to date about their children's learning. Parents know what their children are learning and how the childminder is helping them to develop further. Parents say that the childminder's home is a loving and nurturing environment where children feel safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in safeguarding. She has a good knowledge and understanding of the signs and symptoms that may indicate a child is at risk of abuse. The childminder has an effective understanding of the procedures she would follow to protect children from harm. This includes making referrals to external agencies when needed. The childminder identifies risks and hazards in the environment and takes appropriate steps to minimise these. She encourages children to tidy away resources they are no longer using. The premises are clean and safe throughout for children to attend.

What does the setting need to do to improve?

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

- develop the curriculum so that all children benefit from activities that are age-appropriate, to ensure that they make consistently good or better progress across all areas of learning and development.

Setting details

Unique reference number	EY275922
Local authority	North Northamptonshire
Inspection number	10138471
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	11
Number of children on roll	10
Date of previous inspection	12 January 2015

Information about this early years setting

The childminder registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who occasionally works as her assistant, and son, in a house in Rushden, Northamptonshire. The whole of the ground floor, one bedroom, the bathroom on the first floor and the rear garden are used for childminding. The childminder works with one other assistant. The childminder attends local stay-and-play groups and visits local shops and parks regularly. She takes children to, and collects children from, the local schools. There are currently 10 children on roll, of whom five are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant qualification at level 3. She is a member of Childminding UK.

Information about this inspection

Inspector

Julia Maynard

Inspection activities

- This was the first routine inspection the setting 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to the children to find out what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- 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.

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