

Childminder report

Inspection date:

6 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to learn with this nurturing, warm childminder. Children quickly engage in play. They practice their hand-eye coordination and critical-thinking skills, as they expertly explore inset puzzles and more tricky jigsaws. They lift out all the pieces, before carefully replacing them back in the spaces. The childminder asks the children well-placed questions, and she waits for them to answer before responding warmly to them. She praises children when they achieve different puzzles, saying 'well done, you did it'. Children show happiness, as they clap their hands in delight when they achieve the trickier jigsaw puzzles.

Children practice their small-muscle skills as they manipulate play dough. They use their hands to squash it flat and then roll it out, before using cutters to create shapes. They make pretend 'ice creams' and use their emerging language skills to describe the flavours they have created. Children listen and join in with delight to familiar songs. They select pictures of characters in the songs they wish to sing about, and then join in with the words tunefully. Children stand up and use their bodies to wiggle and move in time to the song. They enthusiastically pretend to be sleeping bunnies before leaping up, jumping and hopping in time to the rhythm.

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

- The childminder has adopted a curriculum that is designed around the children's interests. She uses what she knows about the children to provide interesting and stimulating activities. As a result, they progress well and gain valuable skills, and the knowledge they need to succeed.
- The childminder uses her experience and knowledge in her interactions with children. She gently asks questions to find out about what they know, and she uses this information to provide additional activities. However, she does not always make the most of daily routines and child-led play to further extend their learning.
- Children begin to learn how to keep themselves safe and assess their own risks when on outings. The childminder makes the children aware of hazards in the environment. They are encouraged to stop and look at the roadside for approaching cars. One child comments, 'when a car comes, you need to stop'.
- The childminder's dog and cats are integral to supporting learning in the setting. Children are shown how to care for animals and learn to be gentle around them. This helps children learn about the needs of others, as they listen to the childminder and are respectful as they gently stroke them. Children develop their communication skills as they talk to the animals about what they are playing with. Their interest in pets is further supported as the childminder helps them to learn about the natural world. Children enjoy visits to local parks and observe wildlife and farm animals. They learn about different animals and their babies as

they return and watch them grow.

- Parents talk about how children thrive in the childminder's care. They say she is 'kind, patient and caring.' The childminder shares information about the children's progress. Parents feel well informed and happy that their children are safe and secure.
- The childminder encourages children to be independent and care for their environment. Children respond to the childminder's requests and quickly put their toys away, as they listen to a tidy-up song. The childminder gently reminds children to use their good manners when they ask for things. Children are learning to be courteous to their friends. They happily share puzzles, as they say 'I can share this'. Their friends respond by saying 'thank you'.
- The childminder carefully weaves mathematical concepts into activities and all aspects of the daily routine. For example, children enjoy singing number rhymes and use additional props to support their counting skills. They confidently select plastic coins to pretend to purchase the currant buns they sing about. Children count how many buns they will need so that every child has one each. This teaches children about handling money and encourages their counting and subtraction skills.
- The childminder ensures that she attends a wide range of training courses that help her to further learn about children's care and education. For example, a recent course on caring for babies enabled the childminder to gain further knowledge about supporting babies' development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She swiftly assesses risks and minimises hazards in her home. The childminder ensures she regularly updates her knowledge regarding first aid, and responds quickly to any incidents or accidents that occur. She demonstrates a clear understanding of signs and symptoms that may indicate a child is being abused. The childminder has a good knowledge of county lines, female genital mutilation and the 'Prevent' duty guidance. She attends local safeguarding training to ensure her knowledge is of a good standard. The childminder has clear policies and procedures to ensure that the reporting of safeguarding concerns is efficient, including any allegations.

What does the setting need to do to improve?

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

- provide more support to fully challenge children during daily routines and child-led activities to further extend learning.

Setting details

Unique reference number	EY281175
Local authority	North Northamptonshire
Inspection number	10138613
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	9
Date of previous inspection	24 November 2015

Information about this early years setting

The childminder registered in 2004 and lives in Kettering. She operates all year round, from 7.30am until 7pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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