

Childminder report

Inspection date: 31 March 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

Children have caring and nurturing relationships with the friendly childminder. The welcoming environment is set up to easily allow children to help themselves to the resources. They confidently make choices about what they would like to play with. For example, they choose to construct a game to catch a mouse. Children benefit from thoughtful interactions from the childminder, which extends their learning. For example, the childminder extends children's vocabulary by introducing new words, such as 'crankshaft' during shared play.

Children feel safe and secure. They cuddle into the childminder while sharing a story together. Children demonstrate that they are happy. They laugh and shriek with delight during a game of 'What's the time Mr Wolf?' Children learn to develop their resilience. For example, when they face challenges when completing activities, the childminder encourages them to persevere and keep trying. Children demonstrate independence well. They access their own possessions and collect their own lunch boxes at mealtimes. They confidently wash their hands and know it is to prevent germs spreading. The childminder has high expectations of what the children can do. They behave very well. They follow age-appropriate instructions and willingly tidy away used resources themselves before moving on.

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

- The childminder offers a rich language environment. For example, she effectively introduces new vocabulary and concepts, such as 'warmer' and 'colder' while completing an egg hunt. This builds on everyday vocabulary. Children benefit from positive interactions and the childminder asks questions and offers suggestions to enhance learning. The childminder gives children time to respond to ideas and she listens to children's views with enthusiasm. The childminder repeats words back to children with the correct pronunciation, for example 'mice' instead of 'mices'.
- The childminder gets to know children's capabilities well. She uses information from observations and communication with families to identify what children need to learn next. This supports ongoing development for the children.
- Parents speak highly of the care the childminder provides. They say that she 'goes the extra mile'. The childminder considers the needs of the children within her care. For example, during a recent baking activity, the childminder adjusted ingredients to take into account children's dietary requirements. Parents appreciate her efforts to help their children to take part safely. The childminder gives daily verbal feedback to parents upon collection and sends photos and information via a messaging app to celebrate children's learning.
- Children are encouraged to be independent and are supported by the childminder to use the toilet independently. The childminder works alongside

parents to consider their preferred way of supporting their child, while offering advice. The shared approach helps to support those children who are toilet training.

- The childminder interacts with children throughout their play. She asks children what they are doing or seeing as she plays alongside them. Children are keen to share their learning with the childminder and actively seek her out to show her their achievements. For example, a child made a rainbow using coloured pegs and confidently stated, 'Look at my colourful rainbow.' The childminder expanded the child's knowledge of rainbows using new vocabulary, such as 'sunlight' and 'rainfall', and gave a detailed explanation of how rainbows appear.
- Children access the childminder's secure garden and most days they go to the local playground within close proximity. Children develop their physical skills using large-scale equipment and seek challenge using a variety of climbing apparatus.
- The childminder understands the importance of developing strong relationships with other settings that children attend. She shares daily feedback with the local pre-school about the care routines of the children. However, the childminder fails to share information regarding children's learning, development and achievements with other settings. This does not fully support children with their transition to pre-school or school.
- Children have a strong love of reading and share stories read by the childminder with enthusiasm. The childminder reads in an engaging way using different sounds and voices. She offers children opportunities to identify the illustrations and consider what may happen next in the story. This further develops the children's interest in reading. The childminder develops children's literacy further when she helps children to recognise the initial letters of their name through activities and encourages them to readily identify letters within the environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse. She keeps her safeguarding knowledge up to date through regular related training. She also has comprehensive risk assessments in place. This helps to support the childminder to keep children safe. The childminder is confident in the procedure to follow to report a child protection concern, and who to contact if an allegation is made against herself or other adults within the home. The childminder is secure in knowledge surrounding the risks of female genital mutilation, radicalisation and county lines gangs. She has recently completed training to develop her knowledge further.

What does the setting need to do to improve?

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

- share learning and development of children with other settings, so that children have comprehensive learning and development experiences.

Setting details

Unique reference number	EY282084
Local authority	North Northamptonshire
Inspection number	10263728
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	2 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in the village of Earls Barton, Northamptonshire. She operates all year round every morning from 7.30am to midday and Wednesday from 7.30am to 6pm. The childminder does not work on bank holidays and when she takes a family holiday. She holds a relevant level 6 qualification.

Information about this inspection

Inspector

Emma Serdet

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 childminder.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The inspector observed observations between the childminder and the children.
- Throughout the inspection, the childminder discussed her approach towards developing children's learning.
- The inspector took account of parents' views through the emails provided by the childminder.
- The inspector sampled key documentation, including 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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