

Childminder report

Inspection date: 12 March 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 feel at home in the experienced childminder's care. They receive extra cuddles and reassurance to help them feel safe and secure when visitors are in the setting. The childminder gets to know children and their families well. She spends time with parents before children start to find out about each child's routines and care needs, as well as their interests and experiences at home. Parents say this reassures them and helps their child's transition to the childminder's care. As a result, children are happy to attend and spend time in the setting.

Children learn to say 'please' and 'thank you' as the childminder consistently models polite manners. They have fun engaging in activities with the childminder as part of their day. Children sit on the floor together and use a drawing mat to practise mark-making. The childminder encourages children to take turns during activities. Children have ongoing conversations with the childminder, where she models words and repeats these to help develop children's language skills. Children are given time to respond and are praised by the childminder for their efforts. They laugh together as the childminder tickles the children as part of their very natural interactions. This demonstrates part of their natural close relationship.

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

- The childminder's partnership with parents is good. She shares information and builds friendly and trusting relationships with parents. Parents comment positively that the setting feels like a 'home-from-home' and love the welcoming, relaxed environment. They state their children are progressing well in the childminder's care.
- The experienced childminder knows the children well. She accurately assesses children's progress and plans learning activities around their interests. The childminder aims for children to be independent and happy before they move on to the next stage in their education journey. However, she does not always use the information she gains from assessments to plan activities and target her support to help build on what they already know and can do.
- The childminder quickly recognises when children start to get tired and uses distraction techniques to keep them going for a short time so lunch can be served before nap time. For example, she positively engages the children in finding all of the ducks in a storage box and keeps the conversation flowing about how many there are and if there might be some missing. This helps to maintain children's sleep routines and follows parent preferences.
- The childminder respects parents' thoughts and opinions relating to their child's care. She has open conversations regarding key milestones such as potty training, the use of dummies and sleep routines. As a result, she is guided by their preferences to provide a consistent approach between the setting and

home.

- Children access the childminder's garden and a nearby field to practise their physical skills. The childminder seeks out further outdoor learning opportunities by accessing the local and nearby country parks to make good use of the outdoor environment and to help children learn about the wider community. This can mean a whole day is spent outdoors with a picnic and play opportunities when the weather permits.
- The childminder has strong links with the local school. These links enable the childminder to share information and support children who also attend the school. When appropriate, the childminder and children attend taster days at the school to support transitions if parents cannot attend themselves. The childminder understands the importance of children being ready for school. She helps children develop the skills they need while in her care. For example, children are encouraged to manage their care needs and feed themselves at snack and lunch times.
- The childminder observes children as part of her daily practice. She monitors children's achievements and feeds these back to parents. This reassures parents and helps them understand the progress their children are making and also what children have been engaged in. The childminder provides opportunities for further discussion and time to share any concerns.

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:

- strengthen the planning of activities and support offered to children to help build on what they already know and can do.

Setting details

Unique reference number	EY282714
Local authority	North Northamptonshire
Inspection number	10308154
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	6
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2004 and lives in Irchester, Northamptonshire. She operates from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Julie Addison

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 childminder shared relevant documentation, such as evidence of a paediatric first-aid qualification.
- The inspector and the childminder completed a learning walk of the setting where they discussed the early years provision and curriculum intent.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- The inspector held discussions with the childminder throughout the visit and discussed how the setting is managed.
- The inspector talked with parents and read written accounts to gather their views.

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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