

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from a well-organised environment that promotes their natural curiosity. They show that they feel safe and secure in the childminder's care as they confidently select resources and lead their own play. Children are eager to participate in the rich learning experiences that the childminder provides. For example, children excitedly gather round to see 'what's in the box?'. They find beads, tubes and colourful material that ignites imaginative play. Children thoroughly enjoy exploring the outside area as they pump water through pipes, showing pride as the water pours into their containers.

Children behave extremely well from an early age and show kindness and respect for one another. The children have a keen sense of cooperation as they support each other to follow daily routines. Older children prepare snack and serve food, while younger children set out a picnic mat. Children show exceptional manners throughout the day.

Children receive an exceedingly effective personalised programme of learning, which supports their rapid progress in all areas of development. The thoughtful childminder and co-childminder use children's interests to engage them in a wide range of exciting learning experiences. For example, children's interest in spiders is further explored as children catch a spider to look at more closely. The childminder provides magnifying glasses and fact cards to help children build on their knowledge of spiders. Children excitedly say 'it's creepy crawly' as they count the legs, and ask 'where is it from?' as they search for the web. The childminder skilfully questions the children to enable them to expand their thinking and extend learning.

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

- Children develop excellent language and literacy skills. The childminder consistently speaks to children and expertly models language as they play. When reading stories, the childminder engages children by providing a picnic basket of props to support their understanding and involvement in the story. Children listen excitedly to a familiar story about a tiger. They explore 'what's in the basket' and discover a tea set to match the one in the story. As the pages are turned and the story unfolds, children enthusiastically hold up the different items when they recognise them in the story.
- The childminder ensures that mathematics is embedded into daily routines and taught in a variety of ways. She supports children to identify symmetry as they create patterns with wooden blocks and log slices. Children learn about capacity as they join in water-play activities. They measure the level of water as they pump water into bottles, saying when one has more than the other.

- The childminder builds children's independence as she supports them to have a go at tasks. For example, children are shown effective ways to put their shoes on the correct feet. Children watch and carefully listen before they happily have a go and succeed. Children access the toilet independently and use a bell to alert the childminder if they need additional help. This gives children the confidence to be independent when using the bathroom.
- Children are developing an understanding of their different emotions. They excitedly talk about their 'special den' where they can go to 'be calm and relax'. In the den, children lay under the soft lights and listen to music. They discuss how the different colours make them feel as they gently change from one colour to another. The childminder helps children to talk about their feelings as she encourages them to link the colours they see with their different emotions.
- The childminder and her co-childminder develop excellent relationships with parents. These close links encourage families to share experiences through photos and discussion. For example, children learn songs and new words in the different languages that their friends speak at home. This helps children to learn about each other's differences, broadens their own experiences, and develops their knowledge and understanding of the world around them.
- Children develop a secure understanding about their own safety. The childminder supports children to take appropriate risk, such as climbing a tree or jumping over a stream. She enhances the importance of listening to adults and following instructions. Consequently, children have a good sense of road safety, and talk about 'stop, look, listen, and hold hands' when crossing a road.
- The childminder provides nutritiously balanced home-cooked meals. She teaches children about healthy eating as she involves them in the planning and preparation of food. Children skilfully use safety knives to cut up vegetables. They talk about the strawberries they have grown and how they eat them for snack. Children confidently share their understanding that fruits contain vitamins that are good for them.
- The highly skilled and experienced childminder is dedicated and enthusiastic about her work. She continually reflects on all aspects of her practice alongside her co-minder. The childminder completes regular training to further help her support children's learning. For instance, recent training has helped her to recognise the benefits of barefoot play to support children's stability. She implements what she has learned as she supports babies when they begin to walk and older children as they learn to climb.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role in safeguarding children. She ensures that her home and the places children visit are continuously risk assessed to minimise risk of accident or injury. The childminder has a robust knowledge of how to identify possible signs of abuse. She continuously renews her training to ensure she is up to date, particularly with regard to any local safeguarding concerns. This includes maintaining her understanding of county lines

and being alert to the potential risks of extreme behaviours and views. The childminder is confident about how to record and report concerns to ensure that children are protected from harm.

Setting details

Unique reference number	EY290555
Local authority	West Northamptonshire
Inspection number	10138476
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	2 April 2013

Information about this early years setting

The childminder registered in 2004. She operates all year round from 8am until 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualifications at level 4. She provides funded early education for two-, three- and four-year-old children. The childminder works alongside a co-minder.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- This was the first routine inspection the provider 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 she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the provision with the inspector.

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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