

Childminder report

Inspection date:

26 November 2019

Overall effectiveness	Good
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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 are happy and confident in the childminder's home. They are eager to help tidy away when they have finished playing and listen to the childminder when she talks to them about being careful. This promotes a safe environment and children learn to respect and care for the toys. Children learn about being polite to one another and to use their manners. The childminder is a good role model for them. This helps children build positive friendships. For example, older children help their younger friends to complete jigsaw puzzles.

Children behave well and show a positive attitude to learning. They choose from a good range of activities and toys. Children are eager to join in with activities suggested by the childminder, such as painting pasta and exploring play dough. Children are excited when the childminder shows them how to use play dough tools. They show delight as she pushes the dough through a tube and it emerges, making long threads.

The childminder has high expectations for each child. She engages well with children and shows them how to do things. The childminder provides lots of encouragement, which helps children to be confident to try new things for themselves. For example, younger children successfully use the clips to secure a doll in a pushchair and older children correctly place wooden shapes in size order.

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

- The childminder knows each child well and plans activities that take account of their interests and what they already know. For example, children find slugs in the garden. The childminder extends their interest and shows them pictures of snails and worms. Children colour pictures of the creatures, compare them and see how they are different.
- The childminder has an organised approach to her work. She is keen to continue to improve her service. She has a wide range of play materials and equipment that reflect the areas of learning. However, children have fewer opportunities to explore natural objects and different textures.
- Children benefit from the childminder's enthusiastic and attentive involvement with them. She uses clear language and descriptive words to promote children's vocabulary. The childminder encourages children to think about what they are doing and how to solve problems they encounter. For example, when children work on a puzzle, she suggests they turn the pieces around and look at the picture for clues about how they fit.
- The childminder is successful in broadening children's experiences from home. She works closely with parents to find out about the experiences children have

before they attend her setting, and plans activities to build on these. For example, children visit local parks with the childminder to see the squirrels. They learn about what squirrels like to eat and take nuts and seeds with them on the next visit.

- The childminder supports young children to manage their feelings and behaviour. She follows a clear and consistent approach which encourages children to be kind and thoughtful to one another.
- Children are interested and curious. They spend sustained periods of time playing with their favourite toys. For example, children are fully engaged in playing with baby dolls and imaginative games with small figures and buildings. Children enjoy art and craft activities. They are proud of their achievements as they show the different colours they paint the pasta. However, the childminder occasionally misses opportunities to further promote children's interest in colour mixing.
- The childminder uses observation well to make accurate assessments of children's progress, including their progress check at age two. Parents are involved in their children's learning. The childminder values information they share about what their children do at home and uses this to inform the planning of activities. She makes suggestions for activities parents can do to continue their children's interests and learning at home.
- Parents are happy with the way the childminder meets their children's needs. They like the effective communication about their children's care and about the activities they enjoy. Parents comment positively about the progress their children make, particularly in their speech, confidence and how the childminder widens their experiences.
- Children show a clear and positive attachment to the childminder. They approach her for comfort and reassurance if they need it and they all laugh at jokes together.
- Children are learning to be independent. The childminder helps them clean their hands and faces before and after meals and to learn how to use cutlery to eat their lunch.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe and promote their welfare. She has completed refresher training in safeguarding and knows the procedures for recording and reporting any child protection concerns. The childminder is aware of newer aspects of safeguarding, such as the 'Prevent' duty, and monitors children's attendance. Children are safe in the childminder's home. She carries out thorough risk assessments of her home and takes steps to reduce identified hazards to children. For example, she has locks on low-level cupboards in the kitchen and bathroom to prevent children having access.

What does the setting need to do to improve?

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

- provide more opportunities for children to explore what happens when they mix colours
- extend the opportunities for children to be curious about and explore natural objects and different textures.

Setting details

Unique reference number	EY293797
Local authority	Northamptonshire
Inspection number	10104197
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	0
Date of previous inspection	2 December 2014

Information about this early years setting

The childminder registered in 2004 and lives in Kettering, Northamptonshire. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

Inspection activities

- The inspector held a number of discussions with the childminder and asked her about the curriculum she offers to children, to gain an understanding of how the childminder organises her provision.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector spoke to one parent on the day of inspection and took account of the views of parents through written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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