

Childminder report

Inspection date: 20 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the childminder. They enjoy playing with their friends. They are building positive relationships with each other and the childminder. This helps them to feel settled, safe and secure. The childminder knows each child very well and is attentive to their individual needs. She uses a daily routine to help children understand what comes next during the day, and this supports them to manage their behaviour. The childminder has suitable expectations of children's behaviour and, consequently, they behave well. Children are encouraged to share, take turns and use their manners.

The homely setting is organised to support children to make choices about their play. Children have a positive attitude to learning and enjoy exploring the activities the childminder provides for them. They enjoy involving the childminder in their games; they actively seek her out and expect her to join in with them. For example, children find a set of cars that make a 'beep beep' sound and have flashing lights. They take them to the childminder and ask for her support to make them work. They all play together to race the cars, and the children giggle with delight when the childminder sets the cars going for them to chase.

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

- Parents speak highly of the childminder. They state that the childminder is very friendly and approachable and that their children are eager to attend. They feel that their children are happy, safe and well-cared-for by the childminder.
- The childminder collects a range of information from parents when children start. She uses this information to help her plan for individual children. For example, she finds out about the routine parents use when settling their children for sleep and uses this in her setting. For instance, children are settled and soothed with their own white noise machine and checked regularly as they rest.
- The childminder observes children as they play. She encourages them to practise skills that they find challenging. For example, some children put their own coats on and try to fasten them. When they tell the childminder that they cannot manage the zip, she reminds them how the zip works and encourages them to straighten the bottom of their coat so the zip has room to move.
- The childminder uses constant praise to support children to share and take turns. For example, when they ride bikes and start to get in each other's way, she gently guides them to be respectful of one another, to take turns and to share. Children respond well to her expectations of behaviour.
- Children sit at the table or in high chairs to eat. They are encouraged to feed themselves and learn how to use cutlery. All children, including babies, bring their own lunch. Pre-school children manage packets and peel fruit from their lunch boxes. The childminder encourages babies to recognise their own lunch

box and to make choices about what to eat. This helps children to be ready for their next stage in learning and prepares them for school. The childminder supervises children closely while they eat.

- The childminder uses activities and experiences in the community to support children's development. They visit local group activities which the childminder knows will support children's socialisation. She takes children to the local park to run around and climb on large equipment, which helps to develop their physical skills.
- The childminder knows what children can do and what they are interested in. However, children often move rapidly between activities because she does not always plan clearly enough to sustain their interest. For example, she plans for children to explore capacity as they fill and empty containers by pouring rice. However, she does not allow children sufficient time to explore these concepts and instead adds a chute and cars to the activity, which distracts them from pouring and filling.
- The childminder understands that regular training helps her to keep her knowledge up to date. She attends online training to support her to develop new ideas for her setting. For example, she is keen to develop her setting further, particularly outdoors. Consequently, she has researched and created an engaging all-weather garden for the children to use.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes risk assessments of her home and the outdoor spaces she uses to ensure that it is safe for children. She understands the main types of abuse and how to recognise the signs and symptoms of abuse and neglect. The childminder knows who to contact if she has concerns about a child or if she needs advice or guidance. She attends regular safeguarding training. She has participated in additional training on the 'Prevent' duty. This helps her to know how to remain vigilant and support families to keep their children safe.

What does the setting need to do to improve?

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

- further develop teaching practice to support the learning and development needs of all children.

Setting details

Unique reference number	EY295164
Local authority	North Northamptonshire
Inspection number	10263938
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in Kettering, Northamptonshire. She operates all year round from 7am to 6.30pm, 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
Karen Siddons

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 observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents and took their views into account.
- The childminder provided the inspector with a sample of key documentation, including evidence of her suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023