

Childminder report

Inspection date: 9 May 2025

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm welcome for children. She is attentive, caring and she knows the children well. This helps children feel safe and relaxed. Children are confident to choose what they want to do. The childminder is encouraging in her approach. She supports children well as she plays alongside them. Children use their imagination as they play cafés. The childminder talks to them about the resources and demonstrates how they can make pretend ice creams and cups of tea. The positive involvement from the childminder contributes to children's confidence as they concentrate for extended periods of time.

The childminder's curriculum takes account of each child's learning. She adapts her interactions with the children during play to ensure they are all involved and remain interested. Less confident children receive additional reassurance and encouragement that enables them to take part. The positive relationships at this setting are palpable. The childminder is a good role model. She speaks gently and clearly to children, so they know what is expected of them. Children show kindness and care towards one another. Young toddlers approach their friends offering to share the resources they have been playing with during a construction activity, such as hard hats and safety goggles.

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

- Since the last inspection the childminder has successfully addressed the actions raised. The improvements she has implemented have improved the quality of the provision. The childminder has accessed refresher training for herself and for any assistants she works with to ensure knowledge is secure and up to date. The childminder has improved her curriculum to ensure it is led by children's interests. She focuses on how she identifies what the children already know and what she wants them to learn next. The childminder has consolidated her safeguarding knowledge to ensure she is confident to recognise signs of abuse and the procedures for reporting concerns.
- The childminder talks to children as they play to support their communication and language. She encourages children to talk about what they are doing and promotes their vocabulary. Her positive involvement supports children to talk about the snails in their garden that eat the vegetables they are growing. As children explore textures, such as cereals the childminder introduces descriptive words, including crunchy and crispy. The relaxed and calm approach from the childminder when she speaks to children promotes their conversational skills as they have time to respond and share their ideas.
- The childminder plans activities that children are interested in. For example, children are curious about insects. The childminder provides models of insects and other garden creatures alongside a book and encourage children to match

the models with the pictures in the book. Children know the names of the spider and the caterpillar, and the childminder acknowledges this. However, she does not consistently offer children further challenge during activities to enhance their thinking and understanding.

- Children are curious and motivated to take part in the activities. They demonstrate a clear sense of belonging in the childminder's home. Children listen to the childminder as she speaks calmly and gently to them. The childminder gives children praise and recognition for their positive behaviour, their kindness towards others and their achievements. The childminder's positive interaction contributes to children's developing self-esteem.
- The childminder is effective in supporting children's emotional well-being and their developing confidence. She successfully adapts her interactions, taking account of each child individually which ensures all children are supported well to take part in the activities. Children are encouraged to choose what they want to do; they eagerly help tidy toys away before lunchtime and begin to learn how to manage their own self-care needs.
- The childminder works effectively with children's parents. She shares information with them every day about how their child has been and the activities they have taken part in. Ongoing discussions and updates between the childminder and children's parents contribute to how the childminder meets the children's needs and helps parents with ideas for continuing their child's learning at home.

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:

- use interactions more effectively during play to provide children with suitable challenges that further extend children's thinking and understanding.

Setting details

Unique reference number	EY297901
Local authority	West Northamptonshire
Inspection number	10381097
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 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	3 December 2024

Information about this early years setting

The childminder registered in 2005 and lives in Deanshanger, near Milton Keynes. She operates Monday to Friday, from 7am until 5pm for 51 weeks of the year. The childminder holds an early years qualification at level 2. She is registered to work with an assistant. The childminder provides government funded places for children aged nine months to four years.

Information about this inspection

Inspector
Melanie Eastwell

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want children to learn.
- The childminder's assistant spoke to the inspector about her role.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the childminder.

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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