

Childminder report

Inspection date: 6 March 2023

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 are warmly welcomed into this home-from-home setting. They develop secure attachments to the childminder, showing they feel safe and secure. Children are motivated to learn and independently explore the resources on offer. The childminder encourages children to lead their own play. This supports children to make choices and stay focused for longer. For example, when children hear a song about the wheels on a bus, this prompts them to find the toy bus, which they use to continue the song, confidently following the actions.

The childminder provides activities to develop children's small muscles, which are needed for early writing skills. For instance, children squeeze and roll play dough and practise using a knife and ice-cream scoops. They enjoy the praise and attention they receive from the childminder and show high levels of self-esteem. For example, children are excited as they correctly name the shapes that they add to their play dough pizza.

The childminder is a good role model, and she encourages positive behaviour. Children are taught to be kind and to use good manners. They listen to and follow instructions. For instance, they happily help to clear toys away when they hear the tidy-up song. Children begin to develop independence as they are encouraged to put on their own shoes and coats before playing outside.

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

- The childminder gathers information from parents when children first start. She uses this, alongside her own observation and assessment, to identify what children know and can do and what they need to learn next. This helps her to plan experiences that support children's development.
- Children make good progress across all areas of development. The childminder plans a range of experiences, using children's interests to keep them engaged. However, during spontaneous play, the childminder does not always take into account children's next steps to enhance their learning even more.
- The childminder engages in conversations, reads books and sings songs with the children, promoting their communication and language. However, she does not always use opportunities during play to enhance and extend children's vocabulary.
- The childminder helps children learn how to care for animals. She has pets that the children learn to respect. They happily stroke the guinea pig and feed her carrots. They confidently talk about being gentle with the pet dog and how they enjoy taking the dog for a walk to keep her healthy.
- To develop children's physical skills, the childminder plans daily outdoor play. They visit parks and local woodlands, where children are taught to manage risks

as they climb equipment and learn about road safety on their walk.

- Healthy eating is promoted by the childminder, who supports children to identify foods that are good for them and those that are not so healthy. For example, when children engage in imaginative play, the childminder helps them think about whether to offer fruit or cake to the baby doll.
- The childminder teaches the importance of oral health through books, discussion and play. For example, outside, children discover that the shark has dirty teeth. They find a toothbrush and enthusiastically brush off the germs. The childminder continues this interest, following on with a story about brushing teeth.
- During regular outings, the childminder develops children's understanding of the local community. They visit children's groups, parks and the library. The childminder joins up with other childminders and their children. Together, they plan a range of activities linked to cultural festivals and celebrations. This helps to develop children's social skills and awareness of their similarities and differences.
- The childminder builds good relationships with parents. They comment on how well their children have settled with the childminder. They particularly enjoy receiving daily updates, including photos of their children during activities. The childminder shares children's next steps and offers ideas of how they can continue learning at home.
- The childminder keeps up to date with all mandatory training and takes opportunities to continue her professional development. For example, she takes part in online training and listens to podcasts to keep herself up to date with child development. She uses questionnaires to gather the views of parents to help improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs that a child may be at risk of harm. She has a good understanding of how to record and report any concerns. She understands the procedure to follow if an allegation is made against herself or another member of her household. She is knowledgeable about a range of safeguarding issues, including radicalisation and using technology safely. The childminder completes regular training and accesses online courses to keep her safeguarding knowledge up to date. She completes a daily risk assessment of her home and the outdoor environment.

What does the setting need to do to improve?

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

- use next steps in learning during child-led play to support children to make the best possible progress

- introduce new words more frequently to widen children's vocabulary and further their understanding.

Setting details

Unique reference number	EY304077
Local authority	West Northamptonshire
Inspection number	10264692
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	6
Number of children on roll	4
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder registered in 2005. She lives in the Kingsley area of Northampton. The setting operates Monday to Friday, from 8am to 5pm, all year round, excluding 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
Charmaine Cayton

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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