

Childminder report

Inspection date:

20 July 2022

Overall effectiveness**Good**

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 confident and happy in the welcoming environment the childminder provides. They have strong relationships with the childminder. Children laugh as they move in different ways around the playroom, observing the changes to their body. Children notice their heart beats really fast when they have been running and they let the childminder know when they need to have a rest. Children demonstrate they feel safe, secure and comfortable in the childminder's home.

Children behave very well. They respond well to the childminder, who is a positive role model to them. Children are supported to learn how to keep themselves safe. For example, when children use scissors to cut paper, the childminder reminds them to not put the scissors near to their face when using them. Children learn over time, through consistent reminders, to always sit down when using scissors. The childminder is nurturing and friendly towards the children in her care. She notices when they are tired and asks them if they need to rest or would like something to eat.

Children are very independent. They tidy away when they have finished playing without being prompted. The childminder recognises the importance of children developing their independence skills, in preparation for the transition to school.

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

- Before children start with the childminder, she finds out all about them from their parents and carers. As well as this, she is skilled at following children's emerging interests. For example, during very hot weather, children show an interest in finding out about countries where the weather is cold. Children find out about the arctic and what animals live there. They recall previous learning as they explain, 'Eskimos make their homes from ice and snow.' The childminder broadens children's experiences through their interests.
- The childminder is skilled at extending children's mathematical learning through every day opportunities. For example, children notice three pigeons on the roof of the childminder's neighbour. Children watch in fascination as one pigeon flies away. The childminder introduces children to the mathematical concept of 'one less' and children say, 'There are only two left now.'
- The childminder regularly reflects on her practice. She reviews activities and considers what has gone well and what she could do differently next time. Since her last inspection, the childminder has accessed a range of training to ensure she continues to develop her knowledge and skills.
- Parents are very happy with the care their children receive. They look forward to reading their children's daily diary, which contains information about what children have done during the day. Parents know when their child has had a

sleep, what they have eaten and when their nappies have been changed. When children attend another setting, the childminder makes sure messages are always passed on to ensure there is a collaborative approach to children's care and learning.

- The childminder talks to children throughout the day. Many relaxed, natural conversations take place. The childminder constantly praises children and encourages tasks that they find challenging. Occasionally, the childminder does not help children to think about the similarities and differences between themselves and others. Children do not always have opportunities to develop their understanding of diversity in the world around them.
- Children spend sustained periods of time engaging with creative activities. They make different members of their family, adding lots of details, such as gloves, a watch and their family member's favourite dress. However, at times, the childminder steps in too quickly to make things for children. This means they do not always have the chance to develop their own ideas.
- The childminder supports children to develop their understanding of how to live a healthy lifestyle. Children have discussions with the childminder about foods that are healthy and foods they should only eat occasionally. For example, children share with visitors that they had an ice cream for a treat in the warm weather, but that they 'Have lots of sugar in so we only eat them sometimes, not every day.' The childminder talks to children about the importance of visiting the dentist, to keep their teeth healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular safeguarding training to ensure her knowledge is kept up to date. Alongside this, she receives electronic updates from her local authority. The childminder has a secure understanding of safeguarding issues that may indicate a child is at risk. She knows who to report her concerns to. The childminder makes sure her home is always safe when caring for children. She checks the front door is always locked, so children cannot leave unsupervised, and unwanted visitors cannot gain access. The childminder completes detailed accident records and makes sure parents are always informed.

What does the setting need to do to improve?

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

- allow children more time to develop their own ideas during creative activities
- enhance opportunities for children to develop their understanding of diversity.

Setting details

Unique reference number	EY305571
Local authority	West Northamptonshire
Inspection number	10138599
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	16 September 2015

Information about this early years setting

The childminder registered in 2005. She lives in Deanshanger, Northamptonshire. The childminder operates from Monday to Thursday, from 6.30am until 6pm, and Friday from 7.30am until 5pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-olds.

Information about this inspection

Inspector

Emily Lofts

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Written feedback was seen from parents, and their views taken into account.
- The childminder provided the inspector with a sample of key documentation on request, including evidence to document the suitability of household members.

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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