

Childminder report

Inspection date: 9 March 2020

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

The childminder provides a welcoming and homely environment, where children feel safe and secure. She supports children's individual needs well. For example, she recognises when they are hungry or when they are in need of reassurance and a cuddle. Children thoroughly enjoy spending time in her care. They develop strong attachments with her and this helps to promote their emotional well-being. Children benefit from the exciting activities that are carefully planned by the childminder to support all areas of their learning and development. They develop a range of key skills to support their future learning. For example, they use tweezers to pick up small balls, which helps to build their small hand muscles. The childminder promotes children's positive behaviour. She encourages them to take turns and to listen to instructions. Children display enjoyment when engaging in role play and are eager to involve the childminder and visitors in their play. For instance, they make 'ice creams' with dough and lolly sticks, and share these with the childminder and visitors. Younger children enjoy playing with familiar toys, and this helps to provide them with a sense of belonging. The childminder has high expectations of what the children can achieve in their learning. Her tailored approach helps to ensure children make good progress in their development.

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

- The childminder gets to know the children well and has a good understanding of how they learn and develop. She observes their play and uses her knowledge of children's interests to help her plan for their future learning. The childminder incorporates mathematics into daily routines and children's play. For example, she spontaneously weaves numbers and counting through conversations and songs. Children recognise different shapes and use mathematical language in their play, such as 'tiny' and 'big'.
- Children enjoy songs, stories and rhymes. The childminder promotes their enjoyment of books as she regularly reads and shares stories with them. Her enthusiasm and energy help to bring the stories and characters in them alive. Children link what they see in the pictures to their experiences at home. For example, they talk about the different fruits in the story and how they eat these at home.
- The childminder encourages children to become independent in their self-care skills and to develop good hygiene routines. Children learn about germs and the importance of good handwashing. For example, they know to cover their mouths when they cough.
- Children demonstrate positive attitudes to their learning. They are keen to carry out simple tasks, such as fetching toys from the playroom and helping to tidy away activities. Children behave well and the childminder reinforces positive behaviour. Her gentle approach helps to nurture children and provide

reassurance if they become frustrated.

- The childminder promotes children's speech and language skills effectively. She joins in their play and praises their attempts at communication. She engages children in meaningful conversations and provides commentary as they play. Children learn new words and are keen to use these in their play. For example, they tell the childminder how they have 'flattened' the dough using their hands.
- Children enjoy regular outings with the childminder to different activity groups. These experiences provide children with opportunities to socialise and make new friends. They also enjoy walks to the local park and trips to the library. The childminder finds out about children's backgrounds and family traditions. She uses her knowledge of the children to help build on their understanding of other cultures and communities.
- Partnerships with parents are strong. The childminder engages parents in children's learning and speaks to them regularly about the progress their children are making. Parents are very complimentary about the high level of support the childminder provides for their children.
- Overall, the childminder reflects on her practice well. She regularly seeks feedback from parents and uses this information effectively to help improve her provision. The childminder undertakes training to refresh her skills. However, she does not always use the knowledge she has gained effectively, in order to enhance children's outcomes. Furthermore, records relating to the insurance of vehicles are not always easily accessible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She refreshes her knowledge of safeguarding regularly and this helps her to keep up to date with any changes. The childminder knows how to respond and report any concerns about the welfare of a child to the relevant agencies. She has an understanding of how wider safeguarding issues could indicate concerns about children's well-being. She supervises children well and carries out regular risk assessments to make sure children are cared for in a safe and secure environment.

What does the setting need to do to improve?

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

- strengthen professional development and embed training to maximise support for children's learning and help raise their development outcomes to the highest level
- make sure required documentation is easily accessible for inspection, including appropriate vehicle insurance records.

Setting details

Unique reference number	EY309395
Local authority	Northamptonshire
Inspection number	10138482
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	12
Date of previous inspection	13 January 2015

Information about this early years setting

The childminder registered in 2005 and lives in Burton Latimer, Northamptonshire. She operates all year round from 7am to 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

Linda Newcombe

Inspection activities

- The inspector completed a tour of the premises with the childminder and discussed how the childminder organises her setting and plans for the curriculum.
- The inspector completed a joint evaluation of an activity with the childminder and spoke to children during the inspection.
- The inspector held a number of discussions with the childminder and looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from statements provided by them for the inspection.

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 2020