

Childminder report

Inspection date: 13 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the kind and caring childminder. They confidently explore the exciting resources available, quickly becoming involved in play. Children play with dolls, pretending to feed, change and push them in buggies as they talk about 'mummy's new baby'. The childminder encourages children to share their thoughts as she asks questions and shows enthusiasm for their ideas.

Children have many opportunities to experience fresh air and exercise. They go out on walks to local parks where they practise their large-muscle skills as they run, jump and climb. The well-equipped, sheltered outdoor area gives extensive opportunities for learning. For example, children scoop and stir leaves in the outdoor play kitchen using various utensils, such as ladles and tongs. This supports the development of their small muscles. These skills are further supported as children draw on the large chalkboard, confidently naming the colours they use as they draw.

Children are developing friendships and are learning social skills as they regularly attend playgroups. Children become increasingly independent. They safely chop their own fruit at snack time and learn to pour their own drinks. Children happily tidy up after themselves, putting toys back where they belong. Children learn about their own safety when crossing roads. They discuss traffic lights and learn that red means stop and green means go.

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

- The childminder plans a curriculum based on her observations and assessments of children's learning. The exciting activities engage children and help them to further develop what they know and can do. Children consistently make good progress from their developmental starting points and are well prepared for the next stage of their learning.
- The childminder models and reinforces children's language. For example, she narrates what children are doing as they play and uses questions to encourage children's conversations. However, she does not always introduce new and interesting words that are linked to children's play to help further expand their vocabulary.
- Mathematics is weaved into all aspects of children's learning. For instance, children happily count out conkers, matching them to the wooden numbers they find in the tray. Children name the coloured cups at snack time, linking the colours to other objects they see and saying, 'My cup is yellow like my banana.' Children explore the size of the snakes they create in the garden, comparing whose is the longest.
- Children respond positively to the childminder's questions and requests. They

listen with intent and follow instructions. For example, when asked what they need to play outdoors, they independently find their coats and put on their own shoes in preparation.

- The children's behaviour is very good as they understand the expectations of the childminder. Children share toys with each other and support their friends to use resources they are not familiar with. For instance, children support each other to hold the tweezers during play, saying, 'You need to squeeze them.'
- The childminder ensures good standards of hygiene. Children are learning how to keep themselves healthy. For example, they understand the importance of washing their hands before eating and talk about making healthy choices during mealtimes.
- The childminder develops effective partnerships with local schools, which enables her to support children's smooth transition to school when the time comes. The childminder completes the required development checks, which are shared with parents and health visitors. This ensures any developmental needs are swiftly supported.
- The childminder accesses relevant training and implements what she has learned. For example, recent training on 'supporting children with loss' means the childminder can sensitively help children to express their thoughts and feelings about difficult events, such as the recent death of the Queen. This helps children to understand different feelings and supports their emotional well-being.
- Partnerships with parents are good, with effective systems in place to share information about children's daily routines and achievements. For example, parents have access to an app where they can view their children's photos, developmental records and daily care practices. Consequently, parents are aware of the progress their children are making and how they can continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her obligation to protect children from harm. She is aware of the possible signs that may indicate that a child is at risk. The childminder is familiar with the local authority procedures to follow should she have a concern regarding a child in her care. She knows what to do should anyone make an allegation against herself or a member of her household. The childminder maintains a safe play environment for children. She supervises children closely and offers them sensitive reminders and age-appropriate explanations to help them learn about hazards and risks.

What does the setting need to do to improve?

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

- consider ways in which new and interesting words can be introduced to expand children's vocabulary.

Setting details

Unique reference number	EY317993
Local authority	West Northamptonshire
Inspection number	10234979
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 October 2016

Information about this early years setting

The childminder registered in 2005 and lives in Northampton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 and the inspector completed a learning walk together to discuss the childminder's 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.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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.

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 2022