

Childminder report

Inspection date: 22 November 2024

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 happy and enjoy the time they spend with the childminder. They form strong bonds with her. She is caring and nurturing towards the children. Children are confident to ask the childminder for support when needed, showing that they feel safe and secure in her care. The childminder takes the time to get to know the children. She plans her curriculum, focusing on the children's interests and the skills they need when they start school. She provides activities that allow children to recap their prior learning. For example, as children observe the birds in the garden, the childminder talks about the binoculars they made the previous week to look at the wildlife.

Children behave well. They respond well to the childminder as she asks them to sit carefully on the chair. Children learn to share and take turns using everyday routine activities. For example, the childminder reminds children to take turns putting the toys in the bag at tidy-up time. Children listen to the childminder as she reminds them to use good manners when asking for a puzzle they would like. The childminder supports children's emotional development by reading stories and encouraging them to talk about their feelings.

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

- Children have positive attitudes to play and learning. They concentrate for long periods of time as they try to connect construction pieces. The childminder supports them by giving words of encouragement. Children persevere and smile with excitement when they finally connect them. This helps to develop children's resilience and self-esteem.
- The childminder knows the children well and can talk about what they need to learn next. She plans adult-led activities that build on their interests. For instance, children make bird feeders after they observe the birds in the garden searching for food. However, they do not build on the children's existing knowledge and skills. This can hinder opportunities for children to further enhance their learning.
- The childminder ensures that children have opportunities to enjoy reading. She regularly takes the children to the library. Children choose familiar books and stories. They cuddle with the childminder as she reads to them. She describes what is happening in the pictures and reads with enthusiasm. The childminder pauses for children to join in with repeated phrases in the story.
- The childminder gathers information from parents to ensure accurate starting points. However, she does not work with other settings that children have previously attended. This means children do not experience continuity of care and learning.
- The childminder supports children's communication and language development.

She speaks to children during their play and narrates what they are doing. For example, she talks about hibernation and what birds and squirrels eat. She repeats words back to children to support their developing pronunciation of words.

- The childminder promotes children's independence and self-care skills well. She supports children to wash their hands before eating and to put their hands in front of their mouths when they cough. The childminder reminds children to drink their water to ensure they stay hydrated. She provides healthy snacks, including a range of fruit and vegetables. This promotes children's good health and well-being.
- The childminder introduces children to mathematics as they engage in their play. For instance, the childminder talks about the names and sizes of shapes as children make patterns using a shape puzzle. Children use the language bigger and smaller as they slot the shapes together. The childminder encourages children to count as they scoop porridge into a bowl, asking them if there is enough or do they need to add more.
- Children have plenty of opportunities to develop their physical skills. The childminder takes the children on walks to the country park and to the local park where children can run, climb, and explore the world around them. Children develop their hand-eye coordination and fine motor skills in preparation for early writing. They thread beads on a string, fix construction pieces together, and pour objects from one container to another.

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:

- review the planning of adult-led activities to ensure they build on children's existing skills and knowledge
- strengthen links with other early years settings to promote a collaborative and consistent approach to children's learning and development.

Setting details

Unique reference number	EY330618
Local authority	North Northamptonshire
Inspection number	10359876
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	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 December 2018

Information about this early years setting

The childminder registered in 2006 and lives in Wellingborough. She operates all year round from 7am until 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector considered the written feedback from parents.
- 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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