

Childminder report

Inspection date: 19 December 2019

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 demonstrate that they feel safe in the childminder's care. For example, they follow the childminder's safety advice, such as when they play on the swings. When prompted, older children tidy away toys from the floor to help prevent any falls. Children show they are happy as they laugh readily in their play. They include the childminder enthusiastically in their games.

Children are taken on a range of different outings with the childminder to broaden their experiences. For example, they experience what it is like to ride on a train. They enthusiastically recall the event and talk about the role of the ticket collector. Children play on a local artificial beach in the summer. They regularly visit country parks where they take part in scavenger hunts. These activities are often based on the children's favourite stories. Children routinely visit the local forest where they learn about the wildlife and plants. They develop friendships with the children they meet on their regular play dates.

The childminder has high expectations for children's behaviour and self-help skills. For example, children persevere with tasks they find tricky, such as dressing themselves. Children listen particularly well to each other. They readily share toys and resources.

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

- The childminder knows children well through her assessment of their skills and abilities. She uses this information to identify the next steps in their learning. The childminder plans adult-led activities that successfully help children achieve these. For example, she helps younger children to develop their mathematical understanding of shape successfully. The childminder helps them to move on from completing a single-piece jigsaw to completing puzzles involving many pieces. However, on some occasions, she misses opportunities to help children correct their inaccurate counting and their occasional mistaken beliefs.
- The childminder ensures that children experience a range of activities that support all areas of their learning. She completes some training to develop her understanding of how children learn. For example, the childminder has used the knowledge she gained to help children develop their craft activities. However, she is less knowledgeable about how to help older children to read letters and simple words. The childminder does not always help children to explore the sounds that letters represent.
- The childminder supports children's communication skills. As a result, they become confident talkers. Children use the new words that the childminder teaches them. For example, as they explore a craft activity, they use the words 'scrunchy' and 'glittery' to talk about the tinsel. The childminder reads to children

in a lively and engaging manner. Older children copy her as they talk about the book and show the story to younger children.

- The childminder finds out about children's lives beyond her setting through discussions with parents. She identifies any areas where children would benefit from enriched activities. For example, the childminder establishes that some children do not regularly listen to books beyond their time in her care. She sends home books for these children and advises parents on the importance of sharing them regularly with their children. Additionally, the childminder makes sure that children experience activities that promote their sense of wonder at stories.
- The childminder is warm and nurturing in her interactions with children. She respects children's choices. For example, when children confidently tell the childminder that they are not ready to stop their play outside, she gives them more time to play in her garden. Children enjoy her praise and encouragement for their efforts. They concentrate on their activities and behave well.
- The childminder prepares children well for life in modern Britain. She helps them to value their cultural differences. Children learn about each other's festivals with enthusiasm, including Hanukkah and St Nicholas Day. They listen to different religious stories.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs that may indicate a child protection concern. She knows how to report any such concerns to the relevant agencies. The childminder attends safeguarding training and she understands the potential risks to children when using technology. She risks assesses her outings to support children's safety, for example when playing in the woods. Her home is safe, secure and clean. The childminder works well in partnership with parents to help keep children safe. For example, she finds out about children's health needs when they start. The childminder then regularly updates this information.

What does the setting need to do to improve?

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

- make the most of opportunities to help children correct the mistakes they make in their thinking and counting
- strengthen knowledge of how children learn to recognise and blend the sounds associated with letters to extend their reading skills.

Setting details

Unique reference number	EY335057
Local authority	Northamptonshire
Inspection number	10065176
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 2006 and lives in the Oakley Vale area of Corby. She operates all year round, Monday to Friday from 7.15am to 5.45pm, except for bank holidays and family holidays. The childminder receives funding for free early years education for three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Vicky Weir

Inspection activities

- The inspector observed the quality of activities and interactions indoors and outside, and assessed the impact this has on children's learning.
- The inspector took account of the views of parents from feedback provided by the childminder for the inspection.
- The inspector completed a joint evaluation of an activity with the childminder and spoke with children during the inspection.
- The inspector held a number of discussions with the childminder.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed the areas of the premises used by children. The childminder outlined her approach for caring for children and supporting their ongoing learning and development.

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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