

# Childminder report

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Inspection date: 6 April 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children appear happy in the childminder's care. During the day, children rush over to the childminder to give her a cuddle. She is gentle and nurturing towards them and speaks to them in a kind and caring way. Children are confident to ask the childminder for help when needed. For example, they politely ask her for a snack when they are hungry. Children access a vast range of resources independently. The childminder follows the children's lead in their play. Children sustain their interest in activities for long periods.

Children behave well. The childminder has high expectations of children. She expects them to be polite and kind to each other. When they forget to share with each other, the childminder reminds them that 'sharing is caring' and they soon take turns. Four-year-old children help their younger friends. For example, when two-year-old children tidy up, their friend gets their coat for them so that they can join them outside as soon as they have finished. Children are praised by the childminder. They are developing good hygiene habits. They know to wash their hands when they have been to the toilet, before snack and after touching the childminder's pet tortoise.

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

- The childminder has good knowledge about children's development. She knows what children already know and what they need to know next. The childminder understands what children's personalities are like and what their likes and dislikes are. This helps her to plan activities which are suitable for all children's needs.
- The childminder plans to deliver experiences to children that they may not have elsewhere. For example, children who do not have pets take care of the childminder's pet tortoise. They sensitively call the tortoise's name as it wakes up. Children know to stroke its head gently so as not to frighten it. They tell visitors to the childminder's home what the tortoise likes to eat. Children recall the experience of giving the tortoise a bath.
- The childminder provides opportunities for children to be creative. However, at times, the activities are too prescriptive and do not allow children to develop their own ideas. For example, when children explore play dough, the childminder tends to tell children what to make.
- The childminder talks to children throughout the day. Many relaxed conversations take place about what children have been doing at home and what they want to tell her about their learning. However, at times, the childminder does not take the opportunity to develop children's communication and language skills. The childminder repeats words back to children when they say 'duckie' and 'birdie'. Children do not always learn how to say these words

correctly.

- The childminder supports children to lead healthy lifestyles. She provides healthy snacks, such as breadsticks and fresh fruit. The childminder advises parents on what to include in children's lunch boxes to make sure that the foods are healthy. Children have many opportunities to explore outdoors and develop their physical skills. They practise doing different movements on a mat outside. Children go to the local park on a daily basis to explore different equipment.
- The experienced childminder is keen to develop her skills further. She recognises that, during the COVID-19 pandemic, there were limited opportunities for face-to-face training. The childminder accesses a range of training online to develop her knowledge. She focuses on making changes which positively impact on children's learning, such as broadening the experiences they have at home.
- The childminder has positive relationships with parents. They say that she is warm and caring towards their children. Parents say that when they approach tasks such as toilet training, the childminder always follows the methods they use at home. This supports a consistent approach for children. Parents say that their children are always happy to go to the childminder's home and that they always come home with a smile on their face.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs that may indicate a concern about a child's welfare, including those related to the 'Prevent' duty. She knows who to report her concerns to. The childminder completes child protection training to ensure that her knowledge is current. She understands what to do should an allegation be made against herself or a household member. The childminder supervises children well when they play in her home or garden. She keeps accurate attendance records. The childminder ensures that children take part in fire drills regularly so that they know how to evacuate in the event of a fire.

## What does the setting need to do to improve?

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

- allow children to develop their own ideas and enhance their creative skills
- strengthen children's communication and language development even further by ensuring that words are always pronounced using correct language.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY341761                                                                          |
| <b>Local authority</b>                             | North Northamptonshire                                                            |
| <b>Inspection number</b>                           | 10073761                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 13 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 2011 and lives in Kettering. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

**Inspector**  
Emily Lofts

## 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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the childminder carrying out an activity with the children.
- The childminder showed the inspector documentation to demonstrate the suitability of adults living in the household.
- Parents provided written feedback. The inspector took account of their views.

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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