

Childminder report

Inspection date: 29 March 2022

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 arrive happily and they are warmly welcomed by the childminder. They confidently separate from their parents and are interested in the toys set out for them. The childminder knows the children well and helps them to feel safe. For example, she recognises when children need reassurance and offers them cuddles. Children come to her willingly, climb on to her lap and snuggle into her. When they feel ready, the childminder encourages them to return to their play. She suggests they choose some songs to dance to and children join in with her to do the actions. Children's behaviour is good. They know the expectations for behaviour and respond to the childminder's gentle reminders.

The childminder plans her curriculum around the children's interests and what she wants them to learn next. This helps children to make progress. The childminder has high expectations for children's learning. Toddlers quickly learn the sequence during a growing activity with the childminder when they plant onions. They concentrate well as they put stones and compost in a pot before placing the onion seed inside, watering it and putting a written label in the pot. Children are then eager to repeat the process independently.

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

- The childminder shows an organised approach to her work. She keeps her knowledge up to date through regular training. The childminder recognises the benefits of the additional knowledge and understanding that training brings. For example, she has completed courses related to specific aspects of how to meet the needs of children with special educational needs and/or disabilities (SEND).
- The childminder is committed to offering children a safe and stimulating environment where their needs are met. She is vigilant in her supervision of children and helps them learn how to keep themselves safe. For example, they know when the gates are closed to the different areas of the garden, they must not open them. Additionally, children take part in emergency evacuation drills. The childminder has a wide range of toys and resources the children can choose freely from both indoors and in her garden. However, children have fewer opportunities to explore resources that fully promote their creativity and deeper thinking.
- The childminder supports children with SEND effectively. She works closely with parents through discussion to ensure she has knowledge of what the children's needs are. The childminder works alongside other agencies who are involved with the children to promote a consistent approach to help them make the best progress they can.
- Children take part in a broad range of activities that build on what they already know. The activities are fun and provide suitable challenges for their individual

learning. The childminder speaks to parents about the experiences children have at home and plans new things to widen children's knowledge. For example, children who do not have a garden to play in at home have space to run around and develop their physical skills using the climbing equipment and the swings. They also develop an understanding of the world as they look at frog spawn and collect the chicken's eggs in the childminder's garden.

- The childminder successfully engages children, including those who speak English as an additional language, in their chosen activities. She reads story books, and toddlers listen intently and concentrate. They point out and name familiar things in the pictures. When they look at puzzles, children learn the names of the animals and mimic the noises they make. This positive interaction helps children develop their vocabulary. However, occasionally, the childminder uses language and explanations that are too complicated for the child's age or level of development, which can limit their learning.
- Children learn about colours, numbers and counting. They sit with the childminder as she chooses bricks of the same colour, counting as she picks them up. This prompts the child to choose their own colour of bricks and to count them as they take them from the box. The childminder praises the child, which builds their confidence to continue. When the child says the numbers in the wrong order, the childminder says the correct number in the counting sequence to ensure the child hears the numbers in the right order and so supports their learning.
- The childminder helps children to be independent. Children know the daily routines. They learn to put their own coats and boots on ready to play outside. Children choose fillings for their sandwiches, spread butter on their bread, peel and chop their banana and pour their own drinks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and protect their welfare. She knows the signs and symptoms of abuse and how to report any safeguarding concerns to the relevant agencies. She completes regular training relating to safeguarding, which helps keep her knowledge up to date. The childminder carries out thorough risk assessments to identify hazards and takes steps to reduce the risks. For example, she separates the different areas of her garden where the chickens live and where the compost bins are with fences and gates, and she has a sturdy cover over the pond. This vigilance contributes to children's safety.

What does the setting need to do to improve?

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

- extend the planning of activities and provision of resources to widen the

opportunities for children to be creative and develop their deeper thinking

- use clear and simple language and explanations during activities that are appropriate for children's age and level of development, to improve their learning further.

Setting details

Unique reference number	EY348514
Local authority	North Northamptonshire
Inspection number	10213647
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 September 2015

Information about this early years setting

The childminder registered in 2007 and lives in Rushden, Northamptonshire. She operates all year round from 7am until 7pm, seven days a week, except for bank holidays and family holidays. The childminder has an early years qualification at level 3 and she offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Eastwell

Inspection activities

- This was the first routine inspection the setting 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 inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed an observation of an activity and discussed this with the childminder.
- The inspector discussed with the childminder her intent for her curriculum for the children and how she uses the available space to promote children's learning.
- The inspector spoke to the childminder at convenient times during the inspection and she looked at relevant documentation and evidence of the suitability of the childminder.
- The inspector spoke with children during the inspection.
- The inspector spoke to one parent during the inspection and 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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