

Childminder report

Inspection date: 13 April 2023

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 relaxed in the childminder's home. They form close bonds with the childminder, helping them to feel safe and secure. Children enjoy playing and interacting with each other. The well-organised environment supports children to make choices and lead their own play as they take part in a range of exciting activities.

Children show positive attitudes to learning and stay engaged in activities for long periods of time. For example, children spend time engrossed in a junk modelling activity. The childminder helps children to think critically, and problem-solve as they work out how to attach pieces together. They develop their physical skills as they use scissors to cut holes and lift large boxes to build. The childminder offers lots of praise and encouragement. Children enjoy being freely creative and are proud of their work.

Children behave well. They show respect for each other. Older children are thoughtful and considerate of the needs of the younger children. They kindly share the resources they are playing with and are good role models. For instance, older children support younger children to dig a hole to plant a sunflower. They offer directions and praise. This supports children's well-being and confidence.

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

- The childminder has implemented a well-designed curriculum that ensures each child develops through all areas of learning. She gathers information from parents when their child first starts and assesses children's progress regularly. This gives her an understanding of what children need to learn next. The childminder plans fun and exciting opportunities, that children continue to talk about some time after. For instance, children excitedly talk about the habitat they have built for the tadpoles as they learn about the lifecycle of a frog. These experiences support children to make good progress in their learning.
- Communication and language skills are well supported by the childminder. She narrates children's play, sings songs, and reads books. However, background noise, such as nursery rhymes are played on the TV while children play and read books. This can be distracting and does not help to fully promote their listening and attention skills.
- The childminder provides children with a good balance of adult-led and child-initiated play. She knows what she wants children to learn from adult-led activities, such as developing their hand muscles when using scissors. However, occasionally, the focus is more on older children's learning and younger children can lose interest.
- Children have become socially confident through regular interactions within the

local community and groups they attend. For example, joining others for an Easter egg hunt through the village. They travel outside their local community and expand their knowledge of other cultures. For example, they visit churches, a mosque and take a train to a museum.

- The childminder promotes healthy lifestyles and implements good hand hygiene routines with the children. She encourages parents to provide nutritious lunches and ensures that children have access to water throughout the day. Children show they are developing a good knowledge about how to keep healthy. They talk about how milk helps to keep their bones and teeth healthy. Children have daily access to the outdoors. They often take trips to the forest to explore nature and benefit from fresh air and exercise.
- Independence is well promoted by the childminder. She encourages children to manage their own self-care needs. Children are keen to help with daily routines such as, tidying away and preparing for mealtimes. The childminder actively teaches children how to stay safe. She reminds children about why they should not run indoors and of the importance of road safety when they are out on walks.
- Parents talk highly of the childminder. They praise the feedback and photos they receive daily. This keeps them informed about what their children have been doing and how their care needs have been met. Partnership with other settings children attend is good. Information about the children's development is shared supporting good continuity of care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training, ensuring she can confidently recognise a child who may be at risk of harm. She shows a good awareness of local issues such as county lines and is aware of the signs of domestic abuse. She has a thorough procedure for recording and reporting any concerns she may have to the relevant agencies. She knows the correct procedures to follow if an allegation is made against herself or another member of her household. The childminder ensures her home is clean and safe, and that fire exits are accessible.

What does the setting need to do to improve?

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

- review the organisation of the learning environment, to help children develop their listening and attention skills during planned activities
- strengthen the planning of activities to make sure younger children's learning opportunities are tailored to their needs.

Setting details

Unique reference number	EY350204
Local authority	West Northamptonshire
Inspection number	10276729
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	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 July 2017

Information about this early years setting

The childminder registered in 2007 and lives in Banbury. She offers care for children all year round, Monday to Friday from 8am until 5pm except for family holidays.

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 she ensures it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 setting 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.

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