

Childminder report

Inspection date: 9 July 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

The childminder places children at the heart of this welcoming setting. She is kind and nurturing and develops caring relationships with the children. Children confidently invite visitors to join in their play, demonstrating that they feel safe and secure. The childminder offers an inclusive ambitious and well-planned curriculum. She plans an environment that allows children to self-select their own activities and spend time exploring their interests. For example, as children play with a stethoscope, they take turns by placing it on their chests. The childminder joins their play and talks about what a stethoscope is for. Children begin to share experiences of going to the doctors and listening to their hearts. This helps children to be engaged in their play and motivated to learn.

Children behave well. The childminder's calming approach supports children who sometimes struggle to regulate their behaviour. For example, she models how to behave, as she talks with children about good actions, such as 'kind hands', and the importance of sharing with friends. The childminder teaches young children to use please and thank you, as they take turns using the play dough cutters. The childminder reminds young children about how to play safely outdoors on the wet grass and to sit properly on their chairs at lunchtime.

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

- The childminder knows children well and is aware of their developmental needs. She observes and assesses what children know and can do and uses this information to plan activities and experiences. For example, whilst painting, the childminder encourages the children to explore colour mixing. She extends the learning for older children as she asks them to explore how to make specific colours.
- The promotion of communication and language is a strength of the setting. The childminder recognises the children's individual development in this area and supports them well. She provides children the time to listen, think and respond to her interactions. As children find a woodlouse, she introduces new vocabulary, such as 'ecosystem' and 'camouflage'. This helps children to make good progress in their language development and become confident communicators.
- Overall, the childminder supports early literacy skills well. Children strengthen their hand muscles by rolling and pinching playdough between their fingers as they make ice creams, in preparation for early writing. The childminder supports older children by introducing letters names and the sounds they make in preparation for early reading. However, the childminder does not always use the correct pronunciation of the sounds. This can impact their developing early reading skills once they start phonics at school.
- The childminder offers children healthy snacks and fresh drinking water

throughout the day. Parents supply lunches and snacks, but the childminder does not encourage children to choose healthy food choices first. This means children are not receiving consistent messages about healthy eating.

- The childminder supports children to make good progress in their mathematics development. Children have many opportunities to count, match, compare, and recognise numbers. As children count pictures, the childminder helps children find the numeral that matches the amount. Later in their play, children complete a puzzle, recalling the number name as they find the correct numeral.
- Parents state they are happy with the care that the childminder provides for their children and that they could not ask for more. The childminder shares regular information about children's progress and provides ideas on how parents can support learning at home. This helps to provide a consistent approach to supporting children's development at home.
- The childminder understands the importance of children having good social skills. For example, the childminder plans trips for children to visit the zoo, park, and singing playgroup, where they can meet up and play collaboratively with their friends. As a result, children have the social skills they need for future learning.
- The childminder supports children to develop their independence skills. She encourages children to practise these skills in everyday routines. For example, from a young age, children wash their hands and put on their shoes and coats. The childminder observes as they persevere. She praises their efforts and achievements, promoting their self-esteem and confidence.

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:

- target professional development to support children with developing their early reading skills further in preparation for school.
- support children to understand the importance of healthy food choices.

Setting details

Unique reference number	EY358882
Local authority	North Northamptonshire
Inspection number	10337241
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 August 2018

Information about this early years setting

The childminder registered in 2007 and lives in Wellingborough, Northamptonshire. She operates all year round from 7.30am to 4.30pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Annette Franklin

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 inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke with the inspector during the inspection.
- The inspector reviewed a sample of documentation.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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