

Childminder report

Inspection date: 23 May 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

Children develop loving relationships with the childminder. They include her in their play, returning to her when they need comfort or reassurance. They seek her out to join in their games, demonstrating strong emotional bonds. Children readily accept cuddles and comfort from the childminder. This helps them to feel safe and secure within the childminder's home. Children are encouraged to persist at tasks. For example, while trying to fasten a buckle on a doll's dress, the childminder gently talks through the process. Children show excitement when they finally fasten the clasp and master new skills.

The childminder has high expectations for children's behaviour. Children behave well because they know what is expected of them. The childminder models how to behave, which helps children learn how to interact with others. Older children learn to be kind and share with the younger children during their play. For example, when colouring, they ask their friends if they would like to use their crayons once they have finished using them. Children respond by saying thank you. The childminder offers regular praise to help to build children's self-esteem and confidence. The childminder supports children from an early age to begin to understand their emotions. She encourages them to talk about their feelings and to make different emotional facial expressions in a mirror.

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

- Overall, the childminder supports children's development of communication and language well. Children enjoy many opportunities for conversation with the childminder. When children mispronounce words, the childminder repeats the word to them using correct pronunciation. However, when the childminder asks children questions, she does not always give them enough time to think, plan a response and answer. This affects all children, but especially the younger children who are developing their language and thinking skills.
- The childminder promotes children's physical development and overall health well. Children have daily opportunities to be active. The childminder takes the children on regular outings, such as going to the park, taking the dog for a walk and visiting the local woods. Children enjoy moving their bodies as they laugh and jump around waving scarves while dancing to music. In addition, children enjoy making healthy snacks, such as watermelon pizza using yogurt and different fruits for the toppings.
- The childminder knows the children well and uses her professional knowledge to monitor and assess what children can do. She plans adult-led activities that interest the children. However, the childminder does not always carefully consider children's next steps in their learning when planning her environment. Children do not always have access to materials and resources to support their

independent learning. For example, as children draw, there are limited resources for children to adapt their creations and develop different skills. As a result, children cannot always build on what they can already do.

- The childminder provides a strong focus on helping children to become independent. She teaches them to develop their self-help skills. Children are taught from an early age to put on their own coats and shoes. They also know when to wash their hands and help themselves to water when they are thirsty.
- The childminder supports children with special educational needs and/or disabilities well. The childminder is quick to identify any additional support that children may need to help them to make progress. She recognises the importance of working with other professionals, such as health visitors and speech therapists, to support children's learning. For example, with the help of the speech therapist the childminder plans activities to support children with pronouncing different sounds and words.
- The childminder works well with parents and shares information about their children's day, learning, and development. Regular communication and face-to-face conversations mean parents are well-informed about their children's progress. Parents comment that they are happy and that their children love to spend time with the childminder.
- The childminder makes the most of spontaneous moments to promote children's mathematical skills. For example, when sharing a story with the childminder, children count the pictures. The childminder encourages them to use their fingers to represent the number they count. When playing alongside children she introduces a range of mathematical language. For example, she uses the vocabulary bigger and smaller as she compares the size of different dolls and their clothes.

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:

- develop the planning and provision for children's independent learning to focus more sharply on enabling them to make choices and practice new skills
- support children's thinking and language skills further by giving them time to think and respond to questions.

Setting details

Unique reference number	EY358929
Local authority	West Northamptonshire
Inspection number	10337229
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	7
Date of previous inspection	23 August 2018

Information about this early years setting

The childminder registered in 2007 and lives in Grange Park in Northampton. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder can provide government funded places 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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector took account of the written views of parents.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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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