

Childminder report

Inspection date:

7 December 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are offered a variety of adult-led activities and child-initiated play experiences that contribute to supporting their learning. Children are creative with play dough, showing their imagination when they pretend to make a clock. The childminder offers children suggestions and helps to extend their understanding of clocks. For example, she shows them how to put numbers and a time on the clock. Children are asked by the childminder to share the tools they use with the play dough. They understand this and remind their peers to do the same. Children are provided with consistency in their learning. For example, the childminder gathers information about the curriculum children receive when they also attend other early years settings. She uses this information to complement the experiences children receive elsewhere.

Children arrive confidently at the childminder's home. They happily follow the routine that the childminder embeds when they arrive. This includes encouraging children to be independent, such as taking off their shoes and coats and putting them in the allocated space in the hallway. This shows the children's familiarity and security in her home. Children learn how they can keep themselves safe. For example, the childminder talks to children about road safety and stranger danger when she walks with them in the street.

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

- The childminder extends her professional development. For example, she attends training courses to help develop her knowledge of how to identify children who may need additional support with their learning. The childminder explains how this helps her to recognise where to report any concerns she has regarding children's development, such as to parents and other professionals. This helps to implement early intervention for children to support their development.
- Parents provide positive comments about the childminder. They appreciate that she follows the same routine that children experience at home. Parents say that their children are always happy to go to the childminder's home.
- The childminder reflects on her practice and makes changes to improve experiences for children. Recent changes include providing a separate area in her garden that is designated to provide children with a safe space to play.
- Overall, the childminder supports children's communication and language skills well. For example, she introduces words to help children understand the texture of objects they play with. However, occasionally, the childminder does not help children to develop their thinking or problem-solving skills. For example, when she asks them questions, she does not always give them time to answer or encourage them to think of how to solve problems for themselves.

- The childminder uses her curriculum to help children progress with their mathematical skills, such as to help develop their understanding of 3D shapes. For example, she shows children how to mould play dough into a cylinder shape. When children say they cannot do it, the childminder gives them a wooden cylinder to look at and copy.
- The childminder provides activities for children to be physically active. For example, she asks children to move their bodies in different ways, such as to jump and stretch. Children are excited to join in and follow instructions well. The childminder helps children to extend the range of healthy foods they eat. For instance, she plays games with them to encourage children to identify and taste a variety of fruits.
- The childminder has rules and boundaries in her home and reinforces these to help children understand what is expected of them. Children show their understanding of the rules. This includes tidying away toys before they get others out to play with.
- The childminder shares information with parents about their children's day. She offers parents advice about how they can continue to support their children's learning. For example, she gives parents strategies to use at home to encourage children to clean their teeth, promoting their oral health.
- Children are supported to understand about similarities and differences between their own cultures and others. For example, the childminder invites parents to bring in foods from their home countries for children to try. This helps all children, including those who speak English as an additional language, to learn about different foods from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments in her home and when she takes children on outings. This helps her to reduce potential hazards for children. The childminder keeps her doors and garden gates locked to stop unauthorised people from having access to children. The childminder understands her responsibility to safeguard children. She knows how to identify the signs of abuse, including if children are being exposed to extreme views or radicalisation. The childminder knows where to report any concerns she may have regarding 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:

- use questioning techniques more effectively to encourage children to develop their thinking and problem-solving skills.

Setting details

Unique reference number	EY361119
Local authority	West Northamptonshire
Inspection number	10300949
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2007 and lives in Northampton, Northamptonshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who 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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