

Childminder report

Inspection date:

20 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder is caring and sensitive with the children. Children have their individual needs met. The childminder anticipates when children are tired. They settle to sleep, and the childminder checks on them regularly. They show an attachment to her and a sense of well-being as they snuggle into her for a cuddle when they first wake up. Children know the daily routines and they are confident to select their own toys. The childminder encourages them to explore and makes suggestions for how children can extend their interest. When children explore shells and make patterns with them on sand, she talks to them about the different colours. This prompts children to join in with naming the colours they see.

The childminder knows the different ways the children prefer to learn and provides them with opportunities that take account of this. Children thoroughly enjoy listening to favourite songs and dance around following the childminder as she does the actions. Others enjoy looking at books with her and drawing. They concentrate and remain focused as she talks with them about the pictures in the book and the marks they make. The sensitive interaction from the childminder contributes to children's feelings of belonging in her setting.

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

- Since the last inspection the childminder has reflected on and improved her practice. She has completed training to ensure her knowledge of how to support any assistants she works with is effective. The childminder has made positive changes to her curriculum, particularly for the younger children, to focus on their individual needs, stage of learning and to widen their experiences to help them make progress.
- The childminder is effective overall in her teaching. Children are eager to join activities and they enjoy the childminder's positive interactions with them. She manages each child's individual stage of development, differentiating children's experiences so all the children can take part in a meaningful way. For example, children are interested in animals so the childminder uses this to promote children's vocabulary. They name the orca and know it lives in the ocean. She encourages children to search in a box for animals and gives children praise when they are successful and name the animal they find.
- The childminder knows children well. She provides a balance of activities and resources children choose from that follow their interests. The childminder invites children to take part in planned activities with her that focus on their next steps in learning, to build on what they know already. Occasionally the childminder is called away from her interactions with children to help those not involved with the planned activity so that they can access the resources they want. This sometimes results in other children's learning being interrupted.

- Children benefit from the childminder's calm and consistent approach. She speaks clearly to children and adapts her language so children who have different abilities can understand what is expected of them. Children listen to the childminder when she explains about being kind to their friends. Her positive approach results in children being curious and interested. They show good levels of concentration as they play.
- The childminder promotes children's independence and encourages them to begin to manage some aspects of their own self-care. Children ask to clean their teeth and the childminder carefully supervises them. Children hold their toothbrush while the childminder squeezes the toothpaste for them. She talks to them about how to use the toothbrush all around their mouth and reminds them to spit out into the sink and not swallow the toothpaste.
- The childminder works closely with children's parents. She values and respects their involvement with her, which contributes to children receiving a consistent approach to their care and learning. The childminder keeps parents informed about the activities their children have done and about how they can continue their child's learning at home. Parents like the effective communication from the childminder about their children's learning and progress.

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:

- enhance the structure of the environment to help children independently access resources that promote their focus and concentration and reduce occasions where interactions with children are interrupted.

Setting details

Unique reference number	EY365308
Local authority	West Northamptonshire
Inspection number	10326738
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 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	14 December 2023

Information about this early years setting

The childminder registered in 2008 and lives in Deanshanger, Milton Keynes. She operates all year round from 7.30am to 6pm, Monday to Thursday and to 5pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides government funded places for children aged nine months to four years. The childminder works with an assistant.

Information about this inspection

Inspector

Melanie Eastwell

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector took account of written feedback from children's parents.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the childminder.

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

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