

Childminder report

Inspection date: 28 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are cared for in a warm and welcoming environment. They settle in quickly and independently access the resources they need for their play. Children show that they feel safe and settled in the childminder's and her assistant's care. One-year-old children go to them and reach their arms up when they want to be picked up. Two- and three-year-old children climb onto their lap to listen to a story. Children benefit from being cared for by adults who know them very well as individuals.

Children develop their independence skills well. For example, three-year-old children put their snack wrappers in the bin without being prompted. They persevere for sustained periods to put their shoes on. They exclaim, 'I've done it,' and they smile as the childminder praises them. Children develop valuable skills they will need for when they go to school.

Children begin to manage their own feelings and emotions. For example, when children become frustrated that they cannot open the zip for a toy bed for their doll, the childminder reassures them and explains that she will help them. When three-year-old children explain that a younger child has accidentally knocked over their tower, the childminder acknowledges that they feel sad, and the children suggest that they can build the tower again.

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

- The childminder and her assistant build on the experiences children have at home. The childminder recognises that children do not always have the opportunity to take part in everyday activities, such as going to the shop and going on walks. The childminder regularly takes children to the shop to purchase fruit for their snack. Children go on many walks in the local area to parks and forest areas. This widens children's experiences.
- The childminder and her assistant offer good support to children to develop their communication and language skills. They repeat words back to children to develop their pronunciation of words. One-year-old children clap and smile in excitement as the childminder says that a child has learned to say a new word. Children enjoy singing songs and rhymes throughout the day. They eagerly join in with the actions.
- The childminder and her assistant interact with children throughout the day. They refer back to previous learning to check children's understanding and to find out what children need to know next. Occasionally, the childminder and her assistant are so enthusiastic they ask children lots of questions and do not give them enough time to consider their response.
- Partnership with parents is good. They say the childminder has supported them

with ideas they can do at home to help their children's development. Parents say that the childminder's communication is excellent. For children who attend before or after school only, parents say that messages from school are always passed on to them. Parents say that the childminder and her assistant are genuine, kind and caring.

- The childminder finds out from parents about children's individual routines, such as snack time and sleep time. However, at times, transition times can be a little chaotic, which means that some children have to wait a little too long for the childminder to tell them what is happening next.
- The childminder and her assistant support children to find out about the world around them. Children engage in play with their friends and a range of small-world dolls. They notice that one of the dolls has an eye patch and children talk about their own experiences of visiting the opticians. This helps children to find out about people who are similar and different to themselves.
- The childminder attends regular training to update her knowledge of the early years foundation stage curriculum. She makes sure that this information is also passed on to her assistant. The childminder and assistant discuss what activities have gone well and how they could adapt them next time, as part of everyday conversation. The childminder shows a commitment to continually improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep the children in her care safe. Throughout the day, the childminder and her assistant communicate regularly with one another to ensure that they are always deployed effectively and supervising children well. The childminder has a secure knowledge of the signs that a child's welfare may be at risk. She regularly checks her assistant's knowledge of safeguarding by asking her how she would manage different scenarios. The childminder supports children to manage risks when out and about. For example, children learn how to cross the road safely, with supervision.

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 times during the day when activities and routines change, such as snack time, so that children do not spend too long waiting
- give children more time to respond to questions.

Setting details

Unique reference number	EY365308
Local authority	West Northamptonshire
Inspection number	10138600
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 12
Total number of places	12
Number of children on roll	20
Date of previous inspection	24 September 2015

Information about this early years setting

The childminder registered in 2008 and lives in Deanshanger, Northamptonshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Emily Lofts

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, assistant and children.
- The inspector viewed written feedback from parents and took account of their views. The inspector spoke to one parent.
- The childminder and the inspector observed the assistant carrying out an activity with two children.
- The childminder provided the inspector with a sample of key documentation on request, including evidence to document the suitability of household members.

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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