

Childminder report

Inspection date:

27 February 2020

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 form strong attachments with the childminder and her assistants. They go to them for cuddles and are keen for them to join in their play. The childminder provides a warm and welcoming environment where children demonstrate they feel safe and secure. Children listen well to instructions and overall, they demonstrate that they are polite and use their manners routinely. The childminder promotes children's physical development well. For example, they enjoy spending time playing in the covered outdoor area. They display good hand-to-eye coordination as they fill and empty small buckets with sand. The childminder encourages younger children to pull themselves up by holding onto furniture. This helps to strengthen their leg muscles and supports their attempts at walk unaided.

The childminder has high expectations of what children are capable of achieving. She organises the indoor and outdoor environments well and provides variety of activities that promote children's play and learning. For example, children access a range of sensory resources to promote their exploration. They particularly enjoy the sensory experience of playing with toys that have flashing lights and investigate cause and effect as they press buttons that make different sounds. The childminder completes accurate assessments of children's progress and knows what they need to learn next. She uses their interests effectively to help her to plan the curriculum and progress their learning.

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

- The childminder provides children with a range of experiences to help them to learn about their local community and beyond. For example, she takes the children on bus trips and on outings to local parks. Children commentate on how much they enjoy their weekly visits to the stay-and-play group. These experiences provide children with opportunities to socialise with others, build their confidence and take part in new activities.
- Children show a love of books and reading. They listen well to familiar stories and wait in anticipation to learn what happens next. The childminder encourages older children to say what they think will happen next. For example, they tell her the porridge is 'too hot'. Younger children thoroughly enjoy learning new songs and rhymes. They dance along to the music and sing loudly as they pop bubbles with their hands.
- The childminder engages children in interesting conversations, which helps them to develop their social skills. Overall, children behave well and play happily together. The childminder encourages them to take turns and share in their play. For example, she talks to them about why they should not snatch toys or push their friends. However, occasionally, she does not fully explain the impact that their behaviour can have on other children's feelings.

- Children are developing their independence skills. For example, older children take themselves to the toilet and know to wash their hands afterwards. The childminder encourages children to put on their own coats and shoes before going outdoors to play. The childminder works with parents to ensure that children are provided with healthy options in their lunch boxes.
- Partnerships with parents are strong. The childminder provides them with regular feedback on the progress their children are making. For example, she uses a daily diary to share information about their child's care routines and about how they have spent their day. Parents comment on how their children have flourished since they have been attending and that the childminder is very supportive.
- Children use mathematical language as they play. They are starting to count routinely and notice shapes and colours in the environment. For example, the childminder's assistant encourages children to complete puzzles, and they recognise a number of different shapes, such as 'circle' and 'square'. Children respond well to the praise and encouragement the assistant gives them.
- The childminder knows how to reflect on her practice to help her to identify her strengths and any areas for improvement. She regularly seeks feedback from parents to help her with this process. The childminder has recently undertaken reading and research that has helped her to develop a deeper understanding of how to support children with special educational needs and/or disabilities. However, she has not fully considered how she could enhance the professional development of her assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of the possible signs and symptoms that may indicate a child is at risk of harm. She knows how to respond if she has any concerns that a child might be at risk of abuse or exposure to extreme ideas or views. She undertakes regular child protection training to keep her knowledge up to date. The childminder has appropriate procedures in place to respond to any accidents and keeps a record of the first aid administered. She implements effective risk assessments to ensure that children are safe in her home and on outings.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review strategies to support children to develop a deeper understanding of why certain behaviour is not acceptable and the impact this can have on others
- organise changes in routines more effectively to limit interruptions to children's play and enhance their learning and enjoyment

- strengthen plans to support the professional development for assistants and provide a sharper focus on coaching to help build on their skills and raise the quality of their interactions to the highest level.

Setting details

Unique reference number	EY366038
Local authority	Northamptonshire
Inspection number	10071753
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	18
Number of children on roll	25
Date of previous inspection	16 December 2015

Information about this early years setting

The childminder registered in 2008 and lives in Middleton Cheney, Oxfordshire. She operates all year round from 7am to 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. She works with assistants.

Information about this inspection

Inspector

Linda Newcombe

Inspection activities

- The inspector completed a tour of the premises with the childminder and discussed how she organises her setting and plans for the curriculum.
- The inspector completed a joint evaluation of an activity with the childminder and spoke to children during the inspection.
- The inspector held a number of discussions with the childminder and her assistant, and looked at relevant documents, including evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of parents from statements provided by them for the inspection.

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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