

Childminder report

Inspection date: 3 February 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 arrive happily at the childminder's home and separate from their parents with ease. They settle quickly into their chosen play. Children are offered a broad range of experiences and activities that support and enhance their learning and development. They are encouraged to explore and have a go by the enthusiastic childminder. Children learn how to connect objects together. They build with construction bricks and help one another to build towers. The childminder offers a running commentary to children on what they are doing as they play. This entuses the children to carry on building. They add more toys to extend their learning further, such as farm characters and tractors. The childminder praises children on their achievements and how well they are connecting the bricks together. Children use their imagination well as they add pretend hay bales to the tractor trailer. They say, 'The farmer is strong.' The childminder quickly uses this time to help children's self-esteem grow. She says how strong the children are too for building the tall tower.

The childminder places a strong emphasis on children's personal, social and emotional development. From a young age, children learn to say 'please' and 'thank you' and are polite and courteous to one another. They share toys and take turns. Children understand that toys must be put away so that they do not trip over them. Their behaviour is good and they are very familiar with the routines and what is expected of them.

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

- The childminder has a clear vision of what she wants the children to achieve in their learning and development before they move on to school. She understands the importance of gathering information from parents about their children when they first start. The childminder uses this information, alongside her observations of children's play, to plan interesting activities and to broaden their experiences from home. As a result, children progress well in their development and have a good attitude to their learning.
- Children are confident and are learning to be independent from an early age. The childminder listens to what children say and respects their choices. For example, when children are helping to tidy away the toys, they independently choose where to place the toys, such as in the box or on the tray.
- The childminder makes sure children have a balance of planned and spontaneous activities and experiences. She knows where the children are in their development and what she needs to do to help them to progress in their learning. However, on occasion, the childminder is too ambitious for what she wants the children to learn. For example, toddlers show an interest in trying to place lids on the top of bottles. The childminder encourages them to twist and

secure the small lids on the bottles. Toddlers quickly lose interest as it is too challenging for them.

- The childminder skilfully weaves mathematics throughout her curriculum. Children confidently count logs and match the colours of bricks during a construction activity. Additionally, they work out for themselves that large beans get stuck in the teapot funnel. Children change the size of the beans to smaller ones so that when they tip the teapot up, the beans fall through the spout into a container. The childminder extends children's mathematical vocabulary by saying 'more', 'big' and 'large', and children copy her words.
- Partnership with parents is strong. Parents comment on how flexible the childminder is to accommodate their working shift patterns. Other positive comments include how the childminder promotes 'one big happy family' and how well their children are learning. Parents comment on the different experiences their children receive that they are unable to receive at home.
- Children are familiar with and adhere to the well-embedded routines and the expectations set by the childminder. However, sometimes, the childminder does not make the most of these routines to help children understand about keeping healthy. For example, she does not explain to children why washing their hands and eating healthily are good for them.
- Children have a very secure and close relationship with the childminder. They confidently go to her for reassurance when visitors attend her home. Toddlers feel safe to fall asleep in her arms after their play. The childminder provides clear and consistent messages that help children understand how to be kind to one another. Children play harmoniously together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility to protect children. She completes regular child protection training to keep her knowledge up to date, such as protecting children and their families from extreme views and ideas. The childminder confidently knows the procedures to follow if she has a concern about a child in her care. Children are closely supervised. The childminder completes daily risk assessments to make sure children are cared for in a safe and secure environment. Suitability checks are in place or in the progress of being checked for all relevant household members.

What does the setting need to do to improve?

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

- improve the curriculum to meet children's learning needs more precisely in order to provide an appropriate level of challenge
- help children to understand the benefits of keeping healthy.

Setting details

Unique reference number	EY366316
Local authority	West Northamptonshire
Inspection number	10213953
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 July 2014

Information about this early years setting

The childminder registered in 2008 and lives in Northampton. 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 qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and assessed the impact that these were having on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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