

Childminder report

Inspection date:

6 November 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 show excitement as they greet new people who enter the setting. They demonstrate confidence as they talk to the visitor and engage them in their play. The childminder supports children well as she provides effective questioning about what they are doing and why. Older children quickly become involved in planned activities that have already been set up for them, and younger children do their best to join in.

The childminder is warm and welcoming to children, which helps children to develop strong emotional well-being. This is demonstrated during nappy changes, as the childminder talks to young children and calmly explains what she is doing. Overall, children behave well, and the childminder is beginning to help children to learn how to share and take turns. Younger children show confidence as they explore the safe environment easily and independently. They show good physical skills as they cruise around furniture and climb safely onto the small rocking horse.

Children are valued as individuals. Overall, the childminder uses older children's interests and next steps to plan engaging opportunities. For example, she provides a superhero house and play characters, which children use to explore their imagination and speaking skills. This helps them to keep motivated and engaged.

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

- The childminder offers children a broad and varied curriculum. She takes time to observe them as they play, making sure that she challenges their learning to increase their skills. However, she does not always fully think through her interactions and support for the younger children during activities. While they take part, the activities do not always reflect their interests or what she wants them to learn next.
- The childminder is committed in helping children to learn more about the world they live in and the people in it. She takes time to introduce activities linked to festivals from around the world, such as Diwali. She reads books to children about the 'festival of light', makes lanterns with them, and encourages them to try different foods, such as curry and samosas. Older children show enthusiasm for this new subject as they ask questions and enjoy tasting new foods.
- Generally, all children behave well. The childminder supports them to be kind to one another, and children listen to and follow instructions well. However, sometimes, the childminder forgets to tell children why some behaviours are not safe. For example, when they stand on a chair to reach something, she asks them to get down, but does not tell them why.
- The childminder provides children with many opportunities to be creative. Children explore their imagination well as they use small-world equipment. They

paint, draw, colour and use scissors to cut and make patterns in paper. However, the childminder predominantly directs children to have an 'end product'. This can sometimes limit children's own imagination and ideas as the outcome has been set for them already.

- Partnership with parents is strong. Written feedback from parents, past and present, is highly supportive and complimentary of the childminder's setting. A number of parents comment on the confidence that their children have developed since being in her care, and of the good progress they have made in their learning and development. The childminder uses an online application to keep parents informed of their child's day, and she shares ideas of how to help to continue this learning at home.
- The childminder keeps up to date with mandatory training, such as paediatric first aid and safeguarding. She has completed a range of short courses recently, such as equality and diversity, to help to raise the quality of her teaching skills.
- The childminder builds on children's developing vocabulary. She introduces new words as they talk about bonfire night, such as 'sparkly' and 'explosive', encouraging children to use these words as they describe the fireworks they have seen. The childminder reads a range of stories to children, and stops to ask children what they think might happen next or what they can see in the picture.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe in her care. She ensures that both the home and garden, as well as any outings she takes children on, are thoroughly risk assessed. This ensures that children are not exposed to hazards. The childminder has a good knowledge of the steps to take should she believe that a child in her care was at risk of harm. She is also able to demonstrate a knowledge of what to do should she need to make a referral to the local authority designated officer. The childminder attends regular safeguarding training to ensure that her knowledge is up to date.

What does the setting need to do to improve?

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

- focus interactions more on what younger children need to learn next to help them to make maximum progress across all areas of learning
- help children to understand how some behaviours can impact on their safety
- allow children more time to express themselves and use their own ideas during creative play.

Setting details

Unique reference number	EY369657
Local authority	West Northamptonshire
Inspection number	10313584
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2008. She lives in the village of Wotton, Northampton. She operates her service all year round from 7.15am to 5.30pm, 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

Alexandra Brouder

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and considered the views of parents through reviewing feedback letters.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of relevant documentation. This included evidence of the childminder's suitability and training.
- 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 took that into account in their evaluation of the setting.

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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