

Childminder report

Inspection date: 3 February 2020

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

The provision is good

The childminder sets high expectations for children's achievements and helps to prepare them well for their move on to school or nursery. Her home is well organised and she provides a range of toys and resources that inspire children's curiosity. She tailors children's settling-in experiences to ensure their individual needs are met. This promotes children's emotional well-being and helps them to build strong attachments with her from the start. Children demonstrate that they are happy and feel safe and secure in the childminder's care. For example, they enjoy lots of cuddles with her, and this helps to reassure them if they are feeling tired or anxious. Children particularly enjoy snuggling up with her to read a book or to sing their favourite rhymes. They listen intently as the childminder reads aloud to them and they point to the different animals in the pictures.

Children behave well. They show positive attitudes to their play, such as taking turns and showing perseverance at learning new skills. The childminder acts as a positive role model, and she helps children to understand and manage their feelings. She provides them with lots of praise and encouragement when they master new skills. For instance, she praises them on their good mark-making skills, and their skilful use of different tools as they experiment with paints. Children relish the praise they receive and show real pride in their achievements.

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

- The childminder has a wealth of experience. She observes children's play and assesses their achievements. She is particularly effective in helping children to build confidence in their social skills. For instance, she plans 'play dates' with other local childminders, and this provides an opportunity for children to socialise and make new friends. However, occasionally, she does not identify children's next steps in learning precisely enough to help them to make the best possible progress.
- Children regularly use mathematical language during their play. For example, the childminder encourages them to count the number of eggs they have during a matching game. Children use language, such as 'bigger' and 'smaller', and match and sort different colours. However, the childminder sometimes misses opportunities to further develop their understanding of shapes and patterns.
- The childminder plans a unique curriculum that builds on children's previous experiences and helps to capture their interests. She supports children to adopt a can-do attitude in their play and learning. Children enthusiastically explore the toys she puts out for them and are keen for her to join in their play and games. For example, they learn about what to expect when they go to the dentist through well-planned role-play experiences.
- Children display good levels of confidence and self-reassurance. For example,

they know to wash their hands prior to eating, and competently pour their own drinks. The childminder supports children's awareness of adopting healthy lifestyles. She encourages children to be physically active and helps them to recognise the importance of making healthy food choices. Children are polite and helpful; they say 'please' and 'thank you' routinely during their play.

- Parents compliment the childminder on her friendly nature and the good progress their children make with her. The childminder shares daily information with parents and provides them with ideas on how they can support learning at home. She liaises with other settings that children also attend, which helps to support continuity in children's care and learning.
- Children benefit from opportunities to learn about their local area. For example, they visit local parks and places of interest, such as nature reserves. The childminder encourages children to express their own thoughts and views. For example, they recall the different play equipment they enjoy at the park, such as the 'trim trail' and the 'big slide'.
- The childminder is well qualified and motivated to develop her practice. She ensures that she keeps her knowledge and skills up to date through undertaking regular training. Overall, she reflects on her practice well. For example, she gains the views of parents to help her identify ways to improve her provision. However, the daily record of older children's attendance is not always consistently accurate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and protected from potential harm. She has a good knowledge of the signs and symptoms of abuse and neglect. The childminder knows how to respond if she has concerns about a child in her care. She also has a strong understanding of wider safeguarding issues, such as extremist views and behaviours, and she helps children to learn about the importance of online safety. The childminder assesses risks in her home and takes prompt action to ensure children's safety. She keeps up to date with changes in legislation and undertakes safeguarding training.

What does the setting need to do to improve?

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

- make the most of opportunities to promote children's mathematical skills and extend their awareness of shapes and patterns
- focus more precisely on identifying children's next steps in learning, to help them to make the best possible progress
- make sure the daily records of children's attendance are clear and accurate.

Setting details

Unique reference number	EY369938
Local authority	Northamptonshire
Inspection number	10071754
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 July 2015

Information about this early years setting

The childminder registered in 2008 and lives in Wellingborough, Northamptonshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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.
- 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 looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from documents provided by the childminder 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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