

Childminder report

Inspection date: 15 August 2024

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

Children hear the childminder modelling good manners. For example, when younger children pass drinks to their peers, the childminder says 'thank you'. This results in older children using good manners spontaneously. For example, when younger children pass them a hat to wear, they also say 'thank you'. When the routine of the day changes and childminder asks children to tidy away toys, older children listen and follow her instructions. The childminder gives younger children guidance, for example by asking them to put away specific toys. This helps to engage and maintain their focus. Children are supported by the childminder to learn about emotions and feelings. For example, she asks them to identify different facial expressions, such as 'happy' and 'sad'. Older children confidently tell the childminder what makes them sad.

Children are supported to be inquisitive and to make predictions about what will happen. For example, when the childminder adds a leaf to water, she asks older children whether they think it will sink or float. Children guess that it will sink and show surprise when they see it floating. Younger children are offered opportunities to develop the muscles in their hands. For example, the childminder shows them how to thread a lace through a bead. Children hold onto the end of the lace and pull it through a bead.

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

- The childminder takes children to places of interest in the community to support their learning. Children say that they like going to the 'binocular park' where they can look through binoculars to see birds and trains. The childminder takes children to parks to build on their physical development. She takes children to playgroups where they have opportunities to mix with children of all ages, which encourages their social skills.
- The childminder offers children fruit at snack time, which promotes healthy eating. She encourages children to try new foods to help to expand their diet, and she supports parents to do the same at home. When offered different fruits, older children try melon for the first time and tell the childminder that it is 'yummy'.
- Children are supported with their communication and language skills well. For instance, the childminder asks older children questions to encourage their thinking skills. She names objects that younger children play with and the images they see in books. This helps to aid children's developing speech and their understanding of the names of objects they see and play with.
- The childminder gathers information from parents about children's abilities. She uses this, along with her own observations and assessments of children's development, to help identify what children need to learn next. For example, the

childminder uses images in books to help older children to recognise different shapes, such as a semicircle and oval.

- The childminder shares information with parents about activities children enjoy and their achievements. However, when children also attend another early years setting, the childminder does not share or gather ongoing information about all children's development. Furthermore, when children move on to school, the childminder does not help teachers to know about children's abilities. This limits the consistency of support for children's development when they move on to or attend other settings.
- The childminder encourages children to develop a love of books, making these readily available for children to make independent choices. Older children take an interest in identifying their name and written words in the community. However, the childminder does not develop her knowledge of how to support children to recognise the sounds that letters of the alphabet represent, to build on their literacy skills in preparation for their move on to school.
- The childminder has rules and boundaries in place in her home and when on outings with children. This helps children to understand what is expected of them. For example, she reminds children to hold onto pushchairs when they walk with her in the street. Older children say that to be kind to someone, they could share.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- share and gather information about children's development with staff and teachers at other early years settings and schools that children also attend and move on to
- build on knowledge of how to support older children to recognise the sounds represented by letters of the alphabet.

Setting details

Unique reference number	EY371513
Local authority	West Northamptonshire
Inspection number	10351894
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 15
Total number of places	6
Number of children on roll	16
Date of previous inspection	31 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in Northampton, Northamptonshire. She operates all year round from 7.30am to 5pm, 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 holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Hayley Ruane

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 and the inspector had a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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