

Childminder report

Inspection date: 26 March 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 enjoy their time with the childminder in her welcoming, home-from-home setting. They develop a good sense of belonging and have a strong bond with the childminder, helping them to feel safe and secure. The childminder takes time to get to know them and provides a play environment supportive of each child's individual needs. Children show confidence as they help themselves to resources. They learn how to use their imagination in the role-play area, handing out 'cups of tea' to visitors.

Children show they enjoy learning with the childminder. They spend time sitting at the table and designing their own pictures by using a range of pens and pencils. Children are supported to identify the colours of the pens and pencils they are using. When children guess the colours incorrectly, the childminder says the correct colour to help build on their understanding. Children are helped to develop a love of books. The childminder regularly reads to children. She recognises how this helps to support children's communication and speaking skills. Children sit with her and begin to name characters in the stories as well as the fruits and snacks eaten by the caterpillar.

Children are taught how to be safe both indoors and outdoors. They demonstrate their understanding of this as they carefully climb onto chairs and step over play equipment that is on the floor. The childminder reminds them to not throw toys as this may hurt others in the setting.

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

- The childminder provides an interesting and varied curriculum that helps to build on what children know and can do. She knows the children in her care well. The childminder has a good knowledge of children's individual routines and what it is she wants them to learn next. However, the childminder does not always tailor her interactions well enough to ensure that all children's learning is consistently supported.
- The childminder ensures that she shares information with parents and carers, both verbally and through social media, regarding how their child is learning, offering ideas on how to further this more in the home environment. This helps to build on and consolidate children's good development.
- The childminder provides activities to help children develop their small-muscle skills in readiness for writing. Children use varied sized scoops and tongs to pick up and pour pasta shapes into containers and skilfully complete inset puzzles. Babies show perseverance as they build towers from wooden bricks, laughing with delight as they bash them down, once they have been built.
- Children behave well, and the childminder is a good role model. She is kind and

patient, which helps children to be calm and relaxed in the play environment. Older children begin to show care and concern for those younger than themselves. For example, they offer comfort and a toy to a baby who is upset to help distract them.

- Overall, the childminder helps children to develop good language skills. She talks to them as they play, using a range of words to extend their vocabulary. She recognises that children who speak English as an additional language can sometimes be quieter than others. However, she does not always consider how best to support children to use their home language during play to extend their speaking skills further.
- Written comments from parents show nothing but praise about the provision of childcare for their children. They comment on the kindness of the childminder and of the good development their children make. Parents state they value the ideas the childminder shares with them on how to improve their child's learning outside of the setting, for example, by taking them on walks to improve their strength and agility.
- The childminder helps to support children to become independent in their personal care. For example, she encourages them to wash their hands after snacks and outdoor play and to feed themselves by using appropriate utensils. Young children find their own coats and shoes. They try hard and put these on with minimal support before playing outside.

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:

- tailor interactions with children to ensure that all children's learning is consistently supported
- support children to use their home language during play to further extend their speaking skills.

Setting details

Unique reference number	EY374423
Local authority	West Northamptonshire
Inspection number	10312184
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	0 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in the village of Brixworth, in Northamptonshire. She operates all year round, from 8am to 5pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Alexandra Brouder

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector through written comments.
- The childminder provided the inspector with a sample of key documentation 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

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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