

Childminder report

Inspection date:

17 November 2022

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 are happy and settled in the childminder's welcoming home. They quickly discover interesting and engaging resources. Children use their coordination and large-muscle skills to manoeuvre ride-on toys, propelling them forwards with their legs. They use their large muscles to push and roll large apparatus around the room, such as large baskets and cable reels. Children develop hand-to-eye coordination, as they thread small metal discs onto wiring and carefully manipulate the discs down to the bottom of the wire. They continue to develop these skills as they lift out inset jigsaw puzzles, examining the pieces carefully before slotting them back into the spaces.

Children develop problem-solving skills as they construct with natural materials. They make 'cars' using large rounds of tree stumps. When items fall over, they say, 'Oh no! my wheel came off' and are encouraged to think about how they can re-attach it. Children develop their problem-solving skills further as they push items down large cardboard tubes. They watch as cars zoom down the pipes and shout, 'whoo!' and clap their hands with excitement. Children push other items, such as bangles and discs down the tubes, listening as they noisily slide down to the floor.

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

- The childminder provides a programme of learning, which is ambitious and has a strong intent. This is based on the individual needs of the children present. For example, there is a strong focus on building small-muscle skills in preparation for writing. Children have ample opportunities to learn these skills using a variety of interesting and intriguing resources.
- The childminder ensures that children have access to a healthy diet. For example, she provides a choice of fruit at snacktime and supports parents in providing healthy lunch boxes. The childminder ensures hygiene routines, as she shows children how to wash and dry their hands hygienically.
- Children demonstrate an understanding of mathematical concepts, such as shape names. For example, children comment that an apple is 'round.' However, on occasions the childminder doesn't challenge more able children to learn further.
- Parents are very complimentary about the childminder. They say she regularly shares information about their children's learning and supports them to help children learn at home. Parents comment that the childminder provides a 'very safe' environment which is like children's 'home.'
- The childminder ensures that children gain valuable experiences in the local community. Children benefit from visiting forests where they use their large-muscle skills to build dens and climb trees. Children enjoy regular trips to the local library. They develop their love of books as they listen to stories and

borrow books to enjoy at the childminder's home.

- The childminder is a passionate and committed learner. She constantly updates her knowledge on how to provide high-quality education. For example, the childminder is currently working towards her curiosity approach accreditation. She is aiming to ensure that she provides child-led experiences that will enhance children's learning and development.
- The childminder has high expectations for children in her setting and uses praise and encouragement to reinforce positive behaviour. The childminder is consistent in her approach, helping children to manage their behaviour and to understand the possible effects of their behaviour on other children.
- The childminder supports children's emotional needs well. Children come to her for reassurance and cuddles if they feel upset. The childminder has built close relationships and knows the children well. For example, she recognises when younger children need additional support and ensures their needs are met.
- Children enjoy making marks and are starting to develop their early writing skills. The childminder acts as a role model during these activities, writing alongside the children. The children grasp chalk and make circles on the chalkboard. They tell the childminder what they are drawing and are praised for their efforts warmly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her awareness of safeguarding concerns up to date. She shows good awareness of the signs and symptoms of abuse and can competently record and report to the relevant professional bodies. The childminder understands how to keep children safe from radicalised views and witchcraft. She shows awareness of how to keep children safe online. The childminder understands her responsibility in managing and reporting allegations. She constantly ensures that children are safe in the setting. The childminder minimises potential risks and responds swiftly to any incidents or accidents.

What does the setting need to do to improve?

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

- develop opportunities to provide extra challenge for the most able children to extend their learning to the highest possible level.

Setting details

Unique reference number	EY381704
Local authority	West Northamptonshire
Inspection number	10235248
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	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 November 2016

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. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 inspector viewed the childminder's home and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the childminder with the inspector.
- 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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