

Childminder report

Inspection date: 21 February 2024

Overall effectiveness	Good
------------------------------	-------------

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 enthusiastically welcomed by the childminder. They settle quickly into their chosen play. The childminder plans activities to support children's interests and ensures her curriculum covers all areas of learning to support their progress and skills. Children thrive from the well-established routines. They excitedly ask for a story and singing time and eagerly join in. Children practice their dancing and action moves to support their physical development with enthusiasm. The childminder encourages children to build on their social skills during this activity. She helps them to ensure they are holding on to their friends' hands as they sing and move to familiar nursery rhymes. Children develop their imaginative skills well. The childminder talks to them to find out where they are going on holiday. Children respond by saying, 'Dubai' as they push baby dolls in pushchairs.

Children learn to keep safe. They eagerly take part in helping to clear away the toys before lunchtime. Children know where the toys are stored and place them carefully in their designated boxes. The childminder explains tidying away is important, so they do not trip or slip on toys and hurt themselves. Children build secure attachments with the childminder who is kind and caring. The childminder praises children on their achievements as one way to raise their self-esteem and confidence. Children learn to behave well.

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

- The childminder places a strong emphasis on helping children feel safe and secure in her care. She helps children understand her high expectations of behaviour. Children learn to share toys, take turns, and play cooperatively together. Older children are attentive to younger children. Some children say, 'Don't worry' as they reassure their friends when the bridge they have built breaks during a construction activity.
- The childminder skilfully weaves mathematics into children's play and learning. She regularly talks to children about numbers, colours, sizes and shapes as they play and encourages children to count. Children use mathematical language such as 'more', 'less', 'fast' and 'slow' during imaginative play with trains and carriages. Children gain a good understanding of early mathematics and in preparation for later learning.
- The childminder talks to the children throughout play activities and general routines. This is one of the ways she supports their language development. For example, she encourages children to make the sounds in a story as she reads a book to them. Mealtimes are a social occasion. The childminder encourages children to describe where they go on holiday and what clothing they wear when it is raining.
- The childminder plans appropriate activities for children. However, sometimes,

she focuses too much on planning an activity rather than considering what individual children need to learn next. Consequently, some children are not provided with tailored activities to support the next steps in their learning.

- Children show good levels of concentration during their play. For example, the childminder sits on the floor with babies and role models how to fill and empty containers. Babies remain focused and copy the childminder, developing their small-muscle skills well. They repeatedly pick out plastic-coloured teddies and carefully place them into the containers, before emptying them back into another container.
- Overall, the childminder promotes healthy lifestyles for children. She encourages them to wash their hands before eating and after using the toilet. However, the childminder does not consistently help children to understand the importance and benefits of these good hygiene practices. Furthermore, the childminder does not always help children learn about different ways to keep themselves healthy.
- The childminder understands the importance of her own professional development. She regularly completes training and research to improve her teaching skills. The childminder uses new knowledge to improve outcomes for the children in her care. For example, she interacts enthusiastically with children and is a good role model for them. As a result, children are motivated and remain deeply involved in their play and learning.
- The childminder exchanges information about children with their parents in various ways. She talks with parents when they drop off and collect their child from her care. Written comments from parents are positive. They praise the childminder on how she helps their children gain confidence in her positive and happy home environment.

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:

- refine the planning of activities so that they are precisely tailored to support children's individual learning needs
- review and extend the curriculum to focus more sharply on helping children understand the benefits of keeping healthy.

Setting details

Unique reference number	EY384855
Local authority	North Northamptonshire
Inspection number	10312187
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 4
Total number of places	12
Number of children on roll	5
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Isham, Northamptonshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides early education for two-, three- and four-year-old children. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Judith Rayner

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 childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The childminder and inspector completed an evaluation of an observation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection and their written comments.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The childminder provided the inspector with relevant documentation, including evidence of qualification certificates, and checked the suitability records of those who live or work with children on the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024