

Childminder report

Inspection date: 17 January 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 happy, settled and secure in the care of the warm and welcoming childminder. They take part in stimulating activities and show high levels of focus and engagement. For example, children listen intently as the childminder reads simple instructions to help them to make play dough. Children cooperate well, take turns and share tools as they follow the instructions. The childminder skilfully incorporates mathematics as she helps children to weigh, measure and recognise shapes. The childminder demonstrates how to knead the dough, helping the children develop their small hand muscles as they eagerly copy.

The childminder plans experiences to enrich children's understanding of the world around them. They take trips to the farm, playgroups and walks to the park, where they meet with other children. This helps children to socialise and experience being in a larger group. The childminder teaches children how to keep themselves safe when on outings. For example, children hold hands when walking and learn about road safety. As children play, the childminder uses praise and encouragement, which helps children to build on their self-esteem and confidence. Children show positive attitudes towards learning, have good manners and make good progress during their time with the childminder.

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

- The childminder provides an ambitious curriculum, with a range of adult- and child-led activities, to support children's learning and development. She uses children's interests to engage children in learning. For instance, she incorporates their interest in trains into an activity to encourage children to make marks. This helps children engage in learning and make good progress.
- Overall, the childminder supports children to stay safe and meet their own hygiene needs. For instance, she ensures children wash their hands before eating and provides a safe environment. However, the childminder does not always make the most of everyday opportunities to help children identify hazards for themselves. For example, when adding hot water to flour to make play dough, she does not explain to children how to recognise the water is hot by identifying the steam.
- The childminder promotes children's speech and language well. She talks to children as they play, using these opportunities to expand their vocabulary. She introduces new words such as 'camouflage' and demonstrates the meaning. This helps children learn new words rapidly and make good progress in their communication and language.
- The childminder is a good role model and helps children to understand the importance of sharing and taking turns. She reminds children to let others have a go during play and activities so that all children feel included. As a result,

children behave well and are kind to one another.

- The childminder promotes children's independence. She encourages children to make choices. Children are able to select what they want to play with from a variety of resources. Children learn to put on their shoes and fasten their coats, before going outside to play. This supports children to develop self-care skills as part of preparation for school.
- The childminder helps children learn how to stay healthy. She provides healthy home-cooked meals and snacks. Children learn about planting and growing as they grow vegetables, which they use to make soup for lunch. Outside, children have a large space to explore. They strengthen their arm muscles as they eagerly use toy trucks to dig the gravel and fill containers. Children learn to negotiate space as they travel through the garden on sit-and-ride toys.
- The childminder helps children understand how to care for animals. Children help to take care of the childminder's pet rabbit. They enjoy providing food, water and exercise to keep the rabbit healthy. This helps to support their knowledge and understanding of the world and gives them a sense of achievement.
- Parents are happy with the care the childminder provides. They report that the childminder shares their children's progress with them regularly, and they feel well-informed about how to support their children's learning at home. For example, they comment that the childminder offers support and advice on subjects, such as potty training and mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

There is a 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:

- use everyday opportunities to further children's knowledge on to how to keep themselves healthy and safe.

Setting details

Unique reference number	EY386531
Local authority	North Northamptonshire
Inspection number	10308273
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2008 and lives in the village of Bozeat, Northamptonshire. She operates from 8am to 5pm, Monday to Thursday, except for family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Charmaine Cayton

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 the evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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