

Childminder report

Inspection date: 19 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

The childminder greets the children with affection. Children show that they feel at home in her care and confidently explore the learning experiences provided. Children develop small-muscle strength in their hands as the childminder supports them to learn how to hold and manipulate scissors. When children find it tricky to cut the paper, the childminder encourages them to keep on trying. Children persevere and celebrate when they manage to cut the paper. The childminder supports children to learn how to manage their safety. She reminds them that they need to put the scissors away when they have finished using them. Children are familiar with the daily routine. They wash their hands so that they are ready to have their snack. Children cut up fruit for their snack. The childminder supports children's mathematical skills, as she encourages them to count the pieces of fruit that they have cut.

Children excitedly put on their coats and shoes ready to explore the garden. They concentrate as they water plants. The childminder helps them learn about what living things need. Children are well behaved. They treat one another with kindness and respect as the childminder supports them to share the equipment with their friends. Children choose books about their interests, such as space. The childminder reads expressively, and children of all ages listen carefully. They join in pointing to the pictures. Older children recall the names of the planets confidently.

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

- The childminder complements each child's home life and experiences. For example, previously due to restrictions of the national lockdowns, some of the older children did not have opportunities to socialise with other children of their own age. Consequently, the childminder takes children to various group play sessions where they can interact with other children. This supports their social development in a busier environments.
- The childminder offers purposeful experiences which engage the children. She finds out their interests and uses these to plan appropriate activities. For example, she knows that children enjoy playing with dolls and pushchairs. She uses this interest to support and encourage children to use their imagination.
- The childminder has formed good links with the local school. Children become familiar with their new school environment when they go with the childminder to drop off and collect older children. This helps them to transition to school when the time comes for them to leave her care. The childminder helps children practise skills in readiness for school, for example, getting dressed independently, choosing a healthy snack and expressing their needs.
- The childminder works closely with parents to find out what children know and can do. Parents are supported by the childminder to encourage their child's

learning at home. For example, the childminder provides books to help children learn about feelings and emotions.

- The childminder identifies when children have special educational needs and/or disabilities and, therefore, may need additional support. She works together with parents, professionals, and other settings that children will attend. Consequently, these children receive the help that they need to make progress.
- The childminder implements activities that promote children's physical development. Children have a range of opportunities to develop their gross motor skills. They learn how to use their coordination to climb steps, run, and balance as they carry heavy watering cans.
- The childminder reads stories with children and encourages children to talk about their play. However, at times she does not build on the children's language skills. For example, her regular use of closed questions does not encourage children to further contribute to conversations. This means that children do not always have the opportunity to develop their communication and language.
- Although the childminder plans activities that she intends for children to take part in together, she occasionally overlooks how to provide the right level of challenge for individual children. Some planned activities are too advanced for the younger children. This means that at times they are unable to complete tasks.
- The childminder plans focussed professional development to ensure that her knowledge is continuously built on and improved over time. She keeps up to date with new initiatives and uses this information to improve her practice.

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:

- strengthen opportunities for children to develop language skills
- adapt planned activities so that they offer relevant learning for children of all ages.

Setting details

Unique reference number	EY386553
Local authority	North Northamptonshire
Inspection number	10316773
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	9
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2008. She works with another registered childminder in Raunds, Northamptonshire. She also occasionally works with an assistant. The childminder cares for children all year round, from 7am until 6.30pm, Monday to Friday, except for family holidays and bank holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Butters

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector during the inspection.
- 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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