

Childminder report

Inspection date: 11 January 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 show that they feel very comfortable in the childminder's care. They are greeted warmly by the childminder and other children when they arrive. Children are keen to choose what they want to play with and happily play alongside their peers. The childminder gently reminds children to share and praises them for being polite. For example, she asks them to take turns to play with the same toy and praises them for saying 'thank you' when they receive toys from their friends.

Children have opportunities for daily physical exercise and fresh air. For example, the childminder takes children for walks into the community. She promotes children's safety when they cross roads. For example, she holds their hands and asks them to look and listen for cars to help identify when it is safe to cross the road. On the walks, children show their imagination as they are keen to explore and find objects that interest them. For instance, children find a stone and are excited to tell the childminder they have found 'gold'. The childminder asks them to look for animals in the trees, such as squirrels and a pretend 'Gruffalo'. The childminder encourages children to test their physical abilities. For example, she says, 'You can do it,' when they want to jump into muddy puddles. This contributes to children developing their balance and coordination.

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

- The childminder supports children's communication and language skills well. For example, she repeats words children say, helping them to hear the correct pronunciation. The childminder introduces descriptive words for children to learn. For instance, when children play with dough, she asks if it is 'squishy', 'hard' or 'soft'.
- The childminder uses her curriculum to help children to understand and manage their behaviours. For example, she reads books to children about using their hands to be kind. The childminder gives these books to parents, who read them to their children at home. This helps parents to contribute to their children's development.
- The childminder uses books to plan activities for children to help them to develop a deeper understanding of stories. For example, children use tools and different materials, such as play dough and paper straws, to make houses for pretend pigs. They hold a toy wolf and pretend to blow the houses down.
- The childminder extends her professional development. For example, she completes training courses to help her to identify how children learn in different ways. This helps her to consider how to adapt her teaching practice to cater for children's individual needs, for instance in encouraging some children's confidence to join activities.
- Children have opportunities to learn how they can keep themselves safe. For

example, the childminder explains to children where to place their thumb and fingers when they hold scissors. She practises fire evacuation drills with children, helping them to understand the procedure to follow to leave her home in the event of a fire.

- The childminder supports children to follow oral hygiene practices. For instance, if children are reluctant to clean their teeth at home, the childminder asks children to bring their toothbrushes to her home to brush them there. However, the childminder does not fully support children to understand the benefits of how nutritious foods can contribute to a healthy diet.
- Parents provide positive comments about their children's experiences with the childminder. They say that since their children have been attending, they have become very sociable and their speech has developed.
- The childminder encourages children to be independent with their self-care needs. For example, she asks children to put on their boots before going outside. Children wipe their own noses and dispose of the tissues in the bin.
- The childminder maintains a safe and tidy home to help promote children's safety. For example, she uses safety equipment to stop children accessing certain parts of her home. The childminder ensures that doors are securely locked to avoid unauthorised people from entering her home.

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 learn about how nutritious foods contribute to a healthy diet.

Setting details

Unique reference number	EY389911
Local authority	North Northamptonshire
Inspection number	10300943
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2009 and lives in Great Oakley, Northamptonshire. She operates all year round, from 8am until 4pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Hayley Ruane

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 and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and when on a walk in the community with the childminder and children. She assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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