

Childminder report

Inspection date: 11 October 2022

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

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are confident and at ease in the care of the friendly childminder. They are full of smiles as they talk enthusiastically to their friends throughout the day, sharing their thoughts as they play. Children remember what they have been taught, and sing songs from memory to themselves as they play. They select toys of interest to play with indoors and outdoors alongside their friends. For example, children know where to find the boxes to build 'giant towers'.

Children's well-established routine helps them to feel settled and gives them the confidence to develop their independence. Children learn techniques to put on their own coats and wellington boots. At snack time, the children collect a picnic mat and lay it out, reminding each other to sit down for snacks. Children are encouraged to drink from an open cup and select fruit from their lunch boxes as they talk about making healthy choices.

Children have positive attitudes and are eager to explore, showing curiosity about the world around them. For instance, children collect conkers, twigs, and fir cones during a walk. They then use what they found, adding them to play dough and further exploring their finds. Children show resilience and persist with difficult tasks, such as finding a smaller conker to fit in a plastic bottle. Children beam with pride as the childminder warmly praises them, offering children a 'high five' at their achievement.

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

- The childminder is enthusiastic and passionate about her role in caring for children. She gets to know the children's individual personalities by gathering information from parents about their likes and dislikes. She uses this, alongside observation and assessment, to plan a varied curriculum that engages children while meeting their developmental needs.
- The childminder knows how young children learn and provides exciting activities linked to their interests. Although children enjoy their play, the childminder does not always identify precisely what she wants them to learn. She sometimes introduces too many ideas to children during planned activities.
- The childminder is a good role model with high expectations of children's behaviour. Children have positive attitudes towards learning and eagerly join in new experiences. The children show kindness towards each other when playing. For example, as the older children roll conkers down a pipe, they offer younger children a bucket to catch them in, and cheer with delight as they do this.
- The childminder teaches children good hygiene routines, such as washing their hands before meals. She encourages them to wipe their own nose and wash their face after eating.

- Children benefit from exploring their local community. For example, children visit a forest school where they use tools and climb trees to support physical development. Children's love of books is enhanced as they visit the library for story time and take home books to share with their families. The childminder often meets up with other childminders and their minded children. This gives children the opportunity to interact with others and join in with group activities, helping them to develop their social skills.
- Children's communication and language skills are enhanced as they interact confidently with others due to the constant high-quality two-way interactions that the childminder has with them. The childminder consistently extends children's vocabulary as she reads to them, introducing new words, such as 'hibernation'. Children show their understanding of new words as they discuss where they sleep at home.
- The knowledgeable childminder continually develops her skills by regularly taking part in online training. For example, she attends specific training to support children with allergies to ensure children are safely included in all activities on offer.
- The childminder has set up excellent partnerships with parents and works well with them to support children's care and learning needs. Parents speak extremely highly of the well-experienced, caring childminder. They write about how the childminder keeps them well informed about their child's development and how they look forward to receiving photos of their child's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a strong understanding of safeguarding procedures and can identify concerns about a child's welfare. She knows the local procedure to report any concerns and the correct process to follow. She knows the signs that might show that a child is at risk of exposure to extreme behaviour or ideas. The childminder has a good understanding of the procedures to follow if there are any allegations made against her or members of her household. The childminder regularly updates her safeguarding training and keeps up to date with new information. The childminder ensures that her home is regularly risk assessed, and children are very well supervised during the day.

What does the setting need to do to improve?

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

- strengthen the delivery of planned activities to provide a more precise focus on the learning needs of the children.

Setting details

Unique reference number	EY390500
Local authority	West Northamptonshire
Inspection number	10235290
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2009 and lives in Brackley. She offers care all year round from 8am to 5pm, Monday to Thursday, and 8am to 4pm on Friday, except for bank holidays and family holidays. The childminder holds an early years 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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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.

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 2022