

Childminder report

Inspection date: 15 November 2022

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 are happy and enjoy their time in this warm and friendly environment. From the start of their day, children are eager to independently explore their well-resourced environment. They form strong bonds with the childminder and show that they feel safe, happy and secure in her home. The childminder is caring and nurturing towards the children. Children check to see where she is and enjoy including her in their play.

Children love sharing familiar books with the childminder. They enjoy cuddling up with her as she reads to them. The childminder captivates even the youngest children with the stories. She uses different voices for the characters. She pauses throughout the story so the children can join in. Children visit the local library and 'Rhyme Time' group with the childminder, where they learn new and hear familiar stories, nursery rhymes and action songs.

Children's speech and language skills are developing well. They constantly chat to the childminder and talk about what they are doing. Younger children listen to clear, repetitive words the childminder says and copy what they hear. For example, after singing a nursery rhyme, the children repeat 'under there', when tickling the childminder under her chin.

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

- The childminder knows the children well and plans for their next steps in learning. She uses observations and the information she gathers from parents to do this. She provides opportunities for children to explore the environment. This allows children to practise their skills through independent play. The childminder plays alongside the children, assisting them and building on what they already know and can do.
- Children's behaviour is good. Children understand simple rules and boundaries and listen well as they play. They willingly share when reminded and are learning to take turns. For example, after the childminder reminds children to share toys, children wait patiently for their turn. The children are praised, which helps to support their developing self-esteem.
- The childminder places a great emphasis on developing early communication and language. She repeats and reinforces the correct pronunciation of words. She comments on objects and narrates what the children are doing. This helps children to extend their vocabulary and give meaning to what they are doing. The youngest children use gestures when they have not yet learned the words. For example, children put their hands over their eyes and wait for the childminder to say 'peekaboo'. The childminder asks questions to encourage children to think before answering, waiting for them to do so.

- The childminder provides opportunities for the children to be active and healthy. They visit local parks and woods to further practise and develop their movement and coordination. However, they do not have regular access to the outside environment. This limits the opportunities for children who prefer to learn outdoors.
- The childminder's care and hygiene practices are good. Children learn to wash their hands before meals and know to get a tissue if they have a runny nose. However, at times, the childminder does not allow children the opportunity to be independent in their self-care routines, such as when they use the toilet and at snack time.
- The childminder builds positive relationships with the parents. They speak of the childminder like being a family member. She includes them in every stage of their child's journey by sharing information with them daily about their child's learning and achievements. Parents say that the time their children spend with the childminder is enjoyable, exciting and gives their children the best start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children from harm and reporting any concerns that may arise. The childminder recognises the signs and symptoms of the main types of abuse and knows what steps to take to protect the children in her setting. She has completed relevant training to secure her knowledge and understanding of her role and responsibilities. The childminder's home is clean and well maintained, and she takes care to ensure any risks to children are minimised. The childminder has effective safeguarding policies and procedures in place. She shares these with parents to help them to understand her role and responsibility to keep children safe.

What does the setting need to do to improve?

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

- develop the use of the outdoor learning environment to provide regular opportunities for children who prefer to learn outdoors
- increase opportunities for children to develop their independence with self-care routines.

Setting details

Unique reference number	EY394059
Local authority	North Northamptonshire
Inspection number	10235313
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2009 and lives in Corby, Northamptonshire. She provides care all year round, from 7am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded nursery education places.

Information about this inspection

Inspector

Annette Franklin

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together of all the areas of the setting and discussed the childminder's curriculum and what she wants children to learn.
- The inspector spoke to children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector took account of the views of parents provided in writing.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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