

Childminder report

Inspection date: 9 May 2023

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 settled at this welcoming setting. They enjoy a warm, relaxed relationship with the childminder that helps them to feel safe and secure. Children behave well. They willingly help with tasks, such as tidying up the toys and gathering resources for new activities. The childminder motivates the children by offering praise and encouragement, supporting their confidence and well-being.

The childminder has recognised that some children have not had the same social experiences due to the COVID-19 pandemic. Therefore, she takes children on outings and regularly meets with other local childminders, so children have the opportunity to mix with larger groups of children. Children talk about their recent trip to the woodland, where they discovered tadpoles. The childminder uses these opportunities to support children's understanding of the world. Children remember what they have learned as they excitedly talk about how the tadpoles will grow into frogs.

Children have opportunities to be creative and to develop their imagination. The childminder provides resources to promote role play. Children enjoy pretending to make food and drinks for the childminder in the toy kitchen. The childminder joins in with play, using questions to extend children's knowledge and understanding. For example, she helps children to identify and name different vegetables. This helps children to make good progress in their learning.

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

- The childminder has a clear intent for the curriculum and plans activities based around children's interests, so that they are engaged in learning. For example, children's interest in minibeasts has led to developing their understanding of a butterfly's life cycle. She regularly assesses children's development and gives them time to revisit learning. However, she does not always take into consideration and support children with their identified next steps in learning during their spontaneous play.
- Children's developing speech and language skills are very well supported by the childminder. She extends children's vocabulary constantly throughout the session as she plays with them. Children learn that they can use books and technology to gather factual information on various subjects. For instance, as they talk about Egyptians, children look at pictures of mummies on a digital device. The childminder reads out facts, introducing new words, such as 'sarcophagus' and 'tomb', and explaining their meanings. This helps children to gather information for future learning.
- The childminder supports children to develop their independence as she encourages them to do tasks for themselves. For example, she teaches children

to use a knife to butter their toast and chop fruit for breakfast. Children show pride and confidence as they gather their wellingtons before putting them on for outside play.

- The childminder promotes children's good health. She provides a range of homemade healthy meals and snacks. The childminder reinforces the message of healthy eating by teaching children how to grow their own strawberries and tomatoes. This helps children to develop an understanding about where fruits and vegetables come from and how to care for growing plants.
- Children show a good understanding of hygiene routines. The childminder ensures they wash their hands before eating and after using the toilet. They understand the importance of this and say, 'We don't want germs in our tummy.'
- Children benefit from daily outdoor play, either in the garden or on outings. They develop their physical strength as they throw balls into hoops and take turns jumping on a trampoline. Children learn about how they can keep themselves safe. For example, the childminder talks to children about road safety when on outings.
- Parents say that they love the home-from-home atmosphere the childminder provides. They are happy to communicate with the childminder at drop off and collection and value her childcare advice and support in areas, such as toilet training. However, although parents are aware of children's next steps of learning, the childminder does not provide information to parents on how they could further support children to continue learning at home.
- The childminder keeps her professional development up to date. She attends mandatory training and accesses a childminders' group where she shares good practice with other professionals. She recently completed safeguarding training, where she extended her knowledge on internet safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role and responsibility to keep children safe. She attends regular safeguarding training that keeps her aware of the possible signs that a child may be at risk of harm. The childminder knows the procedure to follow if she has concerns about children's welfare or an accusation is made against herself or another member of her household. She supervises children well and maintains a safe and secure environment for them. She carries out regular risk assessments in her home. She completes regular fire evacuation drills to enable children to understand how to respond in the event of an emergency.

What does the setting need to do to improve?

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

- provide parents with ideas to enable them to continue children's learning at home
- strengthen interactions with children during their self-chosen play to help build on their learning.

Setting details

Unique reference number	EY402072
Local authority	North Northamptonshire
Inspection number	10280191
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 2009 and lives in Rushden, Northamptonshire. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She is registered to provide funding for children aged two, three and four years.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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