

Childminder report

Inspection date: 22 March 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 show they feel safe with the childminder. They go to her for cuddles and when they need reassurance. Children settle quickly when they start with the childminder. During COVID-19, the childminder adapted her procedures so children had their settling in visits outside. Children have plenty of opportunities to get to know the childminder before they start. This helps children to feel secure when they separate from their parents and carers.

Children benefit from clear, daily routines. They know when it is time for a snack and when it is time for them to have quiet time. This helps children as they know what is happening now and what will happen next. Children's behaviour is good. They are supported by the childminder to share and take turns with each other. Children start to consider each other's needs. For example, they pass a baby walker to friends when they see them reaching for it.

The curriculum is well planned and matches children's interests. This means children have a positive attitude to learning and are keen to engage with the childminder throughout the day. Children have the opportunity to spend lots of time outdoors. They enjoy going down the slide in the garden. The childminder takes children out daily into the local area. They visit parks and practice stomping over the 'Three Billy Goats Gruff' bridge. The childminder is committed to providing outdoor learning experiences for children. Children learn about developing a healthy lifestyle and being physically active.

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

- The childminder finds out from parents what experiences their children have at home. She broadens the opportunities children have. For example, children do not always have the chance to experience messy play at home. With the childminder, children explore a range of different materials such as paint and play dough, to develop their creative skills.
- The childminder is very attentive towards children. She knows them well as individuals. The childminder interacts with children as they play, and they smile as she engages with them. She encourages them to use new words for objects. However, at times, the childminder does not pronounce words grammatically correctly. Children copy when she says 'nana' for banana and 'horsey' for horse. This means children do not develop their communication and language skills as well as they could.
- The childminder does not always promote children's independence. For example, she holds children's water bottles for them as they have a drink. At lunch time, she feeds children their hot meal. She does not yet encourage children to have a go themselves.

- The childminder encourages children to develop a love of reading. She provides children with a range of high-quality texts to explore. Children snuggle up on the childminder's lap as she reads to them. They are curious as they turn the next page to see the pictures. Children begin to comment on what they can see.
- For children who speak English as an additional language, the childminder makes sure children have books available in their home language. This helps children to develop a sense of belonging. The childminder supports children to find out about people and communities that are different to their own. Children learn all about different countries. They find out about the different foods people eat. This helps children to consider the similarities and differences between themselves and others.
- Parents are positive about the care the childminder provides. She provides information to parents when they collect their children about nappy changes and sleep times. Parents comment how 'kind and nurturing' the childminder is. They would recommend her to other parents. The childminder ensures she has contact with other settings children attend. This means there is a collaborative approach towards children's learning.
- The childminder identifies what she does well and what she would like to improve. For example, she recognises children need opportunities to play as part of a larger group so she takes children to local playgroups. Since her last inspection, the childminder has reduced the paperwork she completes. She now feels paperwork is less burdensome to her. The childminder recognises this now allows her to spend more time supporting children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse. She has a safeguarding policy, which contains contact details for who she would report her concerns to. The childminder ensures any injuries that children arrive with are recorded appropriately. She understands what female genital mutilation is and can accurately describe the signs of this. The childminder undertakes regular safeguarding training. She recognises the importance of making sure her knowledge is up to date. The childminder vigilantly supervises children in her home. She completes risk assessments to ensure any hazards are removed. The childminder is trained in paediatric first aid. She completes accurate accident records of any injuries and makes sure parents are informed.

What does the setting need to do to improve?

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

- support children to develop their independence skills
- promote children's communication and language development even further by

ensuring words are always pronounced using grammatically correct language.

Setting details

Unique reference number	EY404094
Local authority	North Northamptonshire
Inspection number	10071758
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2010. She lives in Strixton, Northamptonshire. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
Emily Lofts

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Parents shared their views of the setting with the inspector by providing written feedback.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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