

Childminder report

Inspection date: 13 April 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 learning in the home-from-home environment created by the childminder. They quickly develop a strong relationship with the childminder, supporting them to feel safe and secure in her care. Children are keen to try things for themselves. They seek a reassuring look and confidently ask for help from the childminder when needed. From a young age, children are encouraged to be independent and learn daily routines. They choose, peel and chop a variety of fruit and salad at snack time without needing support. Children compare which healthy foods are more difficult to cut than others with the childminder. They know the positive behaviours expected of them by the childminder and follow her instructions, including sitting at the table while they eat.

Children make choices in their play from a range of fully accessible resources, including a wide variety of books. They enjoy sitting on the childminder's knee and listening carefully to her read 'The Hungry Caterpillar' book. They practise counting the pictures of fruit on each page and happily join in with familiar phrases in the book. The childminder praises children for reminding their friends how to respect books and which books are for drawing in. Children use their imagination and show confidence in sharing ideas. They imitate the childminder by asking their friends to listen to their story. They turn the pages and explain what is happening, using the pictures in the book.

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

- The childminder is highly experienced and has a good knowledge of all children's learning and development needs. She observes children throughout the day and identifies what they need to learn next. The childminder recognises when children may need additional support and puts the necessary help in place in a timely manner.
- The childminder offers opportunities in the environment for children to learn based around their interests. For example, children develop their hand muscles while exploring a tray containing different construction materials and toy diggers, in preparation for gripping writing equipment. They grip and use different wooden tools, including hammers.
- The childminder encourages children to describe the sounds they are making, such as 'crash' and 'crunch', and to explain to each other what their digger is doing. She supports them to share pots to scoop up soil from the tray. At times, the childminder lacks clarity about what she wants children to learn during activities. Although children are keen to play, activities are not fully focused on what children know and can do. As a result, children do not remain focused and, after a short period, they move on to other activities.
- The childminder offers praise throughout the day, which children find highly

motivating. She consistently interacts with children well, asking appropriate questions and allowing them time to think before responding. This supports all children to make good progress with speaking confidently, including those with special educational needs and/or disabilities.

- The childminder helps children develop firm friendships. She has high expectations for all children and supports them to understand how to be caring towards others. She reminds them how to negotiate when sharing resources and to talk about how they are feeling. Children praise their friends for using the potty. They tell them they are proud of them and give one another a hug.
- The childminder plans experiences that children may not get elsewhere. She joins other childminders to explore the local community. Children talk about visiting the woods regularly. The childminder takes the children to different restaurants for them to try new foods. They also visit the local fire station to learn about people who help us.
- The childminder undertakes training to ensure she has a thorough understanding of any changes in the early years foundation stage. She works closely with other providers to share good practice and discuss ideas for the future. However, she does not fully consider the needs of the children she is caring for when planning her professional development. Consequently, the training she undertakes does not always have a positive impact on the experiences or opportunities she provides for children.
- The childminder works closely with parents and carers on all aspects of children's learning and care. She communicates with them about what children need support with, so the strategies used are consistent while in her care and at home. Parents comment that children's relationship with the childminder is one of a 'loving family' and that 'children flourish' with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly checks her home and garden to ensure they are safe places for children to play. The childminder has a broad knowledge of child protection issues. She can identify the signs and symptoms which may indicate a child is at risk of harm. She knows which other professionals to contact, and when to contact them, if she has concerns about a child's safety. The childminder completes regular safeguarding training to keep her knowledge up to date. She understands her duty to making sure that people living on the premises and working directly with children are safe to do so, and she checks their suitability.

What does the setting need to do to improve?

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

- focus more clearly on building upon what children already know and can do

when planning learning opportunities

- enhance professional development opportunities so that they focus more precisely on children's emerging needs.

Setting details

Unique reference number	EY404883
Local authority	North Northamptonshire
Inspection number	10074405
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Kettering, Northamptonshire. She operates all year round from 7.30am until 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Lora Teague

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 conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The childminder and the inspector evaluated an activity.
- The inspector observed the childminder interacting with children of all ages.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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