

Childminder report

Inspection date: 18 July 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

The childminder works with two assistants from her home. Together they create a home-from-home environment in which children feel comfortable. As children arrive, they are excited to see their friends and explore the activities. Children have well-established relationships with the childminder and her assistants and are confident to ask for their help. They learn to play matching games with their friends. The childminder helps children to identify similarities and differences among a set of penguins. Children learn to be kind to their friends and take turns. The childminder gently reminds children to share resources. She offers positive praise, which helps children to understand when they make good choices.

Children benefit from opportunities that promote their physical development. The childminder takes them to local parks so they can run and play ball games with their friends. This helps them to develop their large-muscle skills. Children also have opportunities to practise their small-muscle skills as they manipulate wooden puzzle pieces on a board. The childminder teaches them to rotate pieces when they do not fit. Children practise their hand-eye coordination as the childminder provides magnetic fishing rods and asks them to fish for different items.

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

- The childminder has a clear curriculum that helps to prepare children for their next stage of learning. She focuses on children becoming independent and confident. Children develop these skills as they help the childminder to set the table for lunch and gather enough stools for their friends. The childminder and her assistants encourage children to manage their self-care needs, such as washing their hands. As a result, children's self-esteem is high and they are ready for their next stage of learning when they leave for school.
- The childminder and her assistants generally support children's communication and language skills well. They provide magnifying glasses for children to look at caterpillars. The childminder asks children to describe what they can see. She asks younger children to point to the caterpillar's different features. However, she does not always use skilful questioning techniques or adapt activities for the most able children to provide further challenges or extend their learning. As a result, at times, further learning opportunities are not fully explored, and children lose interest.
- The childminder supports children with special educational needs and/or disabilities (SEND) well and has high ambitions for them. She ensures that her assistants also know how to support children with SEND. The childminder works closely with external agencies such as speech and language therapists and health visitors. The childminder adapts activities and teaching to ensure they are accessible for children with SEND. For example, she gives children more time to

respond to questions when she knows they do not yet speak confidently. As a result, all children make good progress from their starting point.

- The childminder and her assistants consistently promote good behaviour. They make their expectations clear to children. However, they do not always explain to children the reasons for behaving acceptably. This does not always help children deepen their knowledge and understanding of how their behaviour may have an impact on themselves or others.
- The childminder provides parents with information to support children's learning and development at home. Parents speak very highly of the care their children receive from the childminder and her assistants. They state that they appreciate the frequent communication the childminder provides. Parents praise the childminder for her guidance in liaising with local services to support children's development.
- The childminder provides a range of books for children to access. Children develop their listening skills as adults read stories. They are enthusiastic to participate and enjoy turning the pages and answering questions the childminder asks. They remain engaged as they look at books independently. Children develop a love of reading and books.
- The childminder regularly takes children on outings within the community. Children learn about the world around them as they visit the butcher, baker and local greengrocer to buy the food they will be eating that week.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants show a good understanding of all safeguarding matters. They know how to identify possible signs of abuse and understand the requirements of the 'Prevent' duty. The childminder knows what to do if an allegation is made against herself, an assistant or anyone in her household. Her assistants know about whistle-blowing should they have any concerns. The childminder can confidently explain recent changes to local reporting procedures. She risk assesses her home and equipment to ensure children are always safe and secure. For example, she uses video monitoring systems to check on children when they are sleeping.

What does the setting need to do to improve?

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

- develop planned activities and the support offered to the most able children to ensure they receive enough challenge and make the best possible progress
- build on children's awareness of the behaviour expectations to help them deepen their understanding of the possible consequences of their behaviour and actions.

Setting details

Unique reference number	EY405003
Local authority	North Northamptonshire
Inspection number	10285900
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 12
Total number of places	18
Number of children on roll	44
Date of previous inspection	23 October 2017

Information about this early years setting

The childminder registered in 2010 and lives in Desborough, Northamptonshire. She operates Monday to Friday, from 7am to 6pm, all year round. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 showed the inspector the premises and discussed how she ensures that 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 curriculum.
- The inspector talked to the childminder, her assistants and the children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the childminder with the inspector.

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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