

Childminder report

Inspection date: 31 October 2024

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure in the welcoming family environment of the childminder's home. They concentrate for long periods of time during a wide variety of fun and exciting activities. The childminder gets to know children well from the start and uses this information to plan to meet their needs effectively. For example, she sources books, jigsaws and games to motivate children to learn based on their interests. Her broad curriculum focuses on building children's good communication skills, emotional well-being, curiosity and independence.

The childminder gives children a wealth of opportunities to explore their surroundings. She helps them to find out more about their community. For instance, children frequently visit places of local interest, such as parks, cafes and garden centres. This helps them to understand more about the wider world.

Children's behaviour is good. The childminder sets clear boundaries for her expectations of children. She gives gentle reminders when needed, for example, about sharing and taking turns. Children practise their socialising skills when they visit groups in the neighbourhood. They gain the confidence to speak to other adults and children in preparation for their future learning. All children make good progress, including those with special educational needs and/or disabilities. They gain the skills they will need for school, including toilet training.

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

- The experienced childminder reflects regularly on ways to improve her practice. For example, she often reviews her use of resources and adds to them to help enhance children's interests and learning further. She recognises the many strengths of her provision, including the time that she gives children to fulfil their curiosity during outings.
- The well-qualified childminder is committed to ongoing and targeted professional development to further enrich her good skills and knowledge. This has a positive impact on improving outcomes for children. For instance, the childminder uses her recent training to enhance her teaching of early mathematics. Children demonstrate good counting and number recognition relative to their ages. They use mathematical language, such as naming shapes and sizes with confidence.
- Children learn about making healthy choices as they enjoy nutritious snacks and meals that are provided by the childminder. They have access to drinking water throughout the day. Parents comment that children try many new foods at the childminder's home that they have previously refused to eat.
- The childminder identifies the next steps for children based on her observations of their play. Teaching is good. For example, she demonstrates to children how to shape dough into balls. She shows them how to use tools and other craft

materials to make spider models. However, on occasions, the childminder misses the opportunity to extend children's thinking and learning even further during activities.

- The childminder supports children's physical development. Children benefit from daily outdoor play and exercise, which helps them to develop their physical skills in the fresh air. They balance on bicycles in the back garden and run vigorously and safely in nearby open spaces.
- The childminder quickly identifies any gaps in children's learning and development. For example, she uses a screening toolkit to identify where children need help with their communication and language skills. She is proactive in taking steps to address any additional needs children may have. This includes working closely with other professionals and parents.
- The childminder works closely with parents. Parents and carers greatly appreciate the good communication from the childminder. They feel that they are well informed about their children's experiences and know how to help them further at home. This sharing of information helps to ensure a consistently positive approach to learning.
- The childminder provides an ongoing commentary for children's play. She models words clearly to support children's developing speech. The childminder uses familiar books and rhymes to promote children's communication and language skills. Children practise their mark-making and drawing skills. This helps them to develop their early literacy skills.
- Children show pride in their achievements and are supported to become independent. For instance, they enthusiastically work out how to complete a jigsaw and then repeat this learning. They independently wash their hands after using the toilet and before eating. They help to prepare their own snacks, such as peeling bananas. This helps to build their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance interactions to provide consistently strong responses to children during activities to build even more precisely on what they know and can do.

Setting details

Unique reference number	EY405677
Local authority	North Northamptonshire
Inspection number	10359928
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	6
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2009 and lives in Corby, Northamptonshire. She operates all year round, from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- 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 inspector carried out a joint observation of an activity with the childminder.
- Parents and carers shared their views of the childminder with the inspector in written feedback.
- 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

T: 0300 123 1231
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