

Childminder report

Inspection date: 24 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have excellent bonds with the childminder. They show they feel safe and secure as they confidently explore the childminder's home, choosing activities they wish to take part in. Children know the routine well. For example, they know they need to put their coats and shoes on before they go outside, and do so independently. Children react positively to the childminder as she encourages them to tidy the garden before lunch, and to share toys with each other. Children are extremely polite and friendly to each other and visitors. For example, they fetch visitors' coats for them as they go outside, smiling as they hand it over saying, 'here you go'.

Children show a positive attitude towards their learning as they explore the large variety of activities the childminder provides. The childminder constantly engages children in meaningful conversations and asks them questions to support their communication and language development. Children enjoy being creative and have many opportunities to use their imagination. For example, children look through magnifying glasses as they pretend to be pirates. The childminder excites them as she encourages them to look for shiny treasure around the home. Children laugh as they change their voices saying, 'I'm Captain Hook'.

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

- The childminder has excellent knowledge of child development and knows the children well. She completes assessments on children's progress and shares these with parents, checking for any gaps in learning. The childminder plans appropriate next steps in children's learning, enabling them to make good progress.
- The childminder puts a strong emphasis on her own professional development and sources training to upskill herself. She is extremely reflective of her practice and strives to be the best she can. For example, as children in her care have got older, she knows she needs to implement plans to make links with schools outside of her village. This is to support children in their next stage of learning.
- Children enjoy scooping up water in different-sized jugs as they play outside. The childminder encourages children to explore weight as they excitedly discuss if their containers are heavy and full or not. However, the childminder does not always build on what children already know. For example, she does not extend their counting skills as they count stones or discuss numerals on jugs to develop their number recognition.
- The childminder encourages children to follow good hygiene routines. For example, she constantly embeds the importance of washing their hands after using the bathroom and when they are dirty. She gives children time and support as they learn to wipe their noses, teaching them to put the tissues in the

bin afterwards.

- At lunch time, children spend time talking to each other about the food they have in their lunchbox. The childminder encourages them to try foods before moving onto their pudding, promoting their understanding of healthy lifestyles. Children talk to visitors saying, 'I got water' and that they like it.
- The childminder encourages children to socialise with others as she takes them out in the community. For example, they take part in a toddler class each week.
- Children learn about their emotions. For example, the childminder uses pictures of faces on cards to talk to children about different feelings. Children say they are happy as they point to a smiley face on a card. The childminder introduces the word confused to them. The childminder deals with minor disagreements between children calmly. She talks to them about how each other might be feeling and about sharing toys.
- The childminder teaches children about how they can stay safe. For example, as children play with fire engine toys, she discusses with them what they need to do in the event of a fire.
- Parents speak fondly of the childminder, saying she is like one of the family. They report their children have thrived with her. The childminder shares information on what their children are learning and how they are developing. She gives them advice and support when needed on topics such as potty training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's house is safe and secure, and children are supervised well. The childminder has a strong knowledge of the different types of abuse children can be exposed to, including the signs and symptoms of female genital mutilation. She completes regular safeguarding training to keep her knowledge up to date. The childminder has a robust safeguarding policy in place. She is confident about who to report concerns of abuse to regarding children and allegations about herself or other adults in the home. This knowledge enables her to keep children safe from potential harm.

What does the setting need to do to improve?

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

- enhance children's understanding of counting and numbers to consistently build on what they already know.

Setting details

Unique reference number	EY410380
Local authority	West Northamptonshire
Inspection number	10262992
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 2010 and lives in Middleton Cheney near Banbury, Oxfordshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 5.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 his evaluation of the provider.
- The childminder discussed how she organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector 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 inspector carried out a joint observation on an activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023