

Childminder report

Inspection date: 29 January 2025

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 to attend and feel emotionally secure with the childminder. The childminder gathers detailed information from parents and takes the time to get to know the children before they start. Once children start attending, the childminder ensures that children are provided with home comforts and have their special items. For example, when children need reassurance, the childminder helps them find their special items and offers them cuddles and support. This helps children settle into the childminder's care and form a bond with her.

The childminder supports children in being independent. She understands child development and works well with parents to ensure children are supported to work towards their next steps in development. For example, when children show signs that they are ready to toilet train, the childminder speaks to parents to ensure that they all work together to support the child's progress. This helps children to become independent in their self-care and promotes partnership working.

The childminder teaches children how to behave and how to support one another. Gentle reminders throughout the day help children to understand the impact their actions have on others and teach them how to be kind. For example, when children play with toys, the childminder shows them how to take turns and think about other children's needs. This creates an environment where children are caring and considerate of each other.

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

- The childminder supports children in their communication and language development through high-quality interactions with them. The childminder also sings songs and rhymes with children each day. She thinks of new ways of introducing songs and rhymes to captivate their interests. For example, the childminder provides children with a nursery rhyme bag, allowing them to choose cards and items that represent the song they would like to sing. After they select a nursery rhyme, children eagerly join in by moving their bodies, copying the actions and singing the words. This supports children in learning new vocabulary and develops their listening skills.
- The childminder supports children in their mathematical development. She uses everyday routines and play activities to extend children's knowledge of numbers. For example, as children play with sea life puzzles, they ask the childminder what sea creature they have made. The childminder supports children in recognising and counting the features of the creature. Once they count eight tentacles, they realise that the puzzle is the octopus. This helps children learn to count while supporting their thinking skills and developing their understanding of the world around them.

- The childminder is knowledgeable about child development and uses assessments well to support children in their next steps. However, the information that the childminder gains from assessments is not always used effectively to inform the curriculum. This means that children do not always make the progress that they are capable of.
- The childminder supports children with their emotional development. She understands that children's needs change and adapts her practice accordingly. For example, when younger children need holding, she understands they need emotional security and warmth to build confidence. Once children show signs of readiness, she gently encourages them to explore the environment by offering items of interest while she stays close by. By giving children the support they need, the childminder is helping them build their self-esteem and gain confidence in their abilities.
- The childminder cares for children well and ensures that children's routines are flexible when needed. For example, as children show signs they need to adjust their sleep times, the childminder supports them to have an earlier lunch to ensure they can rest in the afternoon. She recognises that children go through transition stages and ensures she responds to their needs daily, adjusting where required. This promotes the importance of resting when needed.
- The childminder is dedicated to continuous improvement. She makes the most of training opportunities and continually strives to develop her knowledge. For example, the childminder refreshes her knowledge on child development and attends regular webinars to ensure her understanding is current. This means that she continually improves and refines her practice to ensure she delivers high-quality care and education to children.

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:

- use the information gained from assessments to inform the curriculum to help children make progress in all areas of learning.

Setting details

Unique reference number	EY410413
Local authority	North Northamptonshire
Inspection number	10372391
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2010 and lives in Thrapston, Northamptonshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides government funded places for children aged from nine months up to three years.

Information about this inspection

Inspector

Samantha Butterwick

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of parents' views through reading written feedback.
- The childminder provided the inspector with documentation to demonstrate her suitability.
- The childminder explained her intentions for children's development and how she plans and implements the educational programme.

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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