

Childminder report

Inspection date: 21 July 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 benefit from a friendly and welcoming environment. They confidently explore the setting, both inside and outdoors. Children self-select toys that the childminder has carefully chosen based on their interests and developmental needs, such as play dough and sand. This enhances their small-muscle skills and creative development. Children form strong relationships with the childminder. They reach up for hugs when needed, demonstrating they feel emotionally secure. The childminder is attentive to the children's needs and responds quickly, such as when they need a snack or a rest. Children snuggle in with the childminder to enjoy stories before nap time. This helps them to relax and prepare for sleep.

The childminder has high expectations of children's behaviour. She uses activities as a way of teaching children how to show care and respect for others. For example, when children play with dolls, she encourages them to use kind, caring voices and handle them gently, saying 'shhh, don't wake the baby'. Children are supported to develop their independence skills, and are encouraged to complete small tasks for themselves. For example, when it is time to go outside, toddlers excitedly find their shoes and make their way to the door.

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

- The childminder knows children well and uses this knowledge to plan activities. For example, the childminder provides stones and buckets to promote children's interest of filling and emptying containers. This supports physical development, as toddlers fill and carry heavy buckets from one area to another.
- Partnership with parents is good. The childminder uses effective methods to share information, such as daily diaries and face-to-face meetings. Parents report that the childminder offers advice with regards to children's eating and sleeping habits. Parents express that this is beneficial to them and say they are 'grateful' for the support.
- The childminder models language well and extends children's vocabulary by talking to them as they play. She describes what they are doing and introduces new words during activities. For example, the childminder helps children to learn the names of underwater creatures as they play a fishing game. Children enthusiastically repeat new words, such as 'manta ray' and 'sea urchin'.
- Children have many opportunities to be physically active. They go on walks to the forest to learn about the natural world, enjoy visits to the local parks, and play ball games in the garden. The childminder supports toddlers to ensure they are safe, such as when they climb the steps to the slide.
- The childminder builds on her professional skills and knowledge well. She recently accessed online speech and language training. As a result, she is able to

further support children's communication skills in the setting, and provide activities for parents to continue learning at home.

- The childminder works well with other settings children attend. She considers the views of nursery staff when completing children's two-year progress checks. This ensures that children's progress is fully assessed, and any areas of concern are identified.
- The childminder generally plans activities to support children's individual needs. However, she does not always encourage younger children to take part. This results in these children not fully benefiting from the learning taking place.
- The childminder provides healthy snacks and home-cooked meals. She makes sure the meals she provides are varied and cater to children's dietary needs. Children bring a toothbrush from home and practice toothbrushing with the childminder.
- Children are taught good hygiene routines and are encouraged to wash hands from a young age. The childminder supports younger children as they begin to learn how to use the potty. She plans and provides play activities to further encourage this. For example, as children play imaginatively with dolls, they are encouraged to put them on the potty and say 'well done' once they imagine they have finished.
- The childminder uses assessment to monitor children's development. She completes regular observations to identify any gaps in children's learning, and is quick to take action to support them in the event they need help to catch up.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of harm. She fully understands the procedures to follow and the appropriate people to contact should there be any concerns about a child's safety or well-being. The childminder carries out regular risk assessments of her home and garden. This helps to make sure that the environment is safe for children. She is qualified in paediatric first aid, which means she is aware of her responsibilities and can respond appropriately to any accidents or illness that children may have.

What does the setting need to do to improve?

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

- provide support to encourage younger children to actively join in planned activities.

Setting details

Unique reference number	EY413673
Local authority	North Northamptonshire
Inspection number	10074540
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 May 2016

Information about this early years setting

The childminder registered in 2010 and lives in Barton, Seagrave. She operates all year round, from 7am until 8pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Charmaine Cayton

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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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