

Childminder report

Inspection date: 13 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder. The home-from-home environment is well resourced and children can make independent choices about their play and learning. Children happily separate from their parents as they excitedly greet the childminder and their friends. They rush into the playroom, holding their friends' hands, to discover what they will be doing that day.

The childminder knows the children very well and is attentive to their needs. The children have developed strong bonds with the childminder and with each other. Consequently, children settle quickly and feel safe and secure. Children respond well to the suitably high expectations the childminder has for their behaviour. They are eager to join in the wide range of activities and opportunities the childminder has provided for them.

The childminder knows where the children are with their learning and plans purposeful activities to further strengthen and develop their knowledge. She gently encourages them to listen to one another, and to share and take turns. Children enjoy playing indoors and outdoors, and they know to follow simple rules which keep them safe. For example, all children know to wear a hat when they go outside and that they need to stay under the gazebo to keep them safe from the sun.

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

- The childminder plans a vibrant, exciting curriculum for children. Children enjoy learning to paint with watercolours, exploring how less or more water changes the shade of the paint they have chosen. Children develop fine-motor skills when they paint with fine brushes. They are proud of their artwork. They smile broadly when the childminder suggests they stick it to the wall.
- Children develop mathematical skills and knowledge as they play. They practise how to estimate and compare when selecting the appropriate-sized clothes for their dolls. The childminder skilfully introduces new mathematical concepts, for example, when using magnetic tiles to build a house for the dolls. When all the square tiles have been used, the childminder explains and demonstrates how triangular tiles can be used to create a square.
- The childminder has a very proactive attitude to using books to support children's vocabulary and thinking. She uses stories and rhymes to help children be creative in their play and broaden their understanding. For example, she uses a 'Meg and Mog' story to encourage children to experiment when they mix potions, and 'The Very Hungry Caterpillar' story at snack time to help children to identify fruits and discuss healthy lifestyles.
- Children are encouraged to use their whole body to be active. The childminder engages them and asks them to think about how insects move, challenging

them to slither like slugs, crawl like spiders and flutter like butterflies. Children enjoy the childminder's encouragement and run to her for tickles and cuddles.

- The childminder shares information about children with their parents. Parents' feedback demonstrates that children are happy, and the experiences their children have with the childminder enrich their lives and support their development. Parents are confident that the childminder supports children to be ready for their next steps, including moving on to school.
- Children demonstrate positive attitudes to learning. They actively engage in group games as well as working on their own. Children explore plants in the garden and select flowers that they can add to their potions. The childminder encourages them to use their senses. They talk about the smell of the flowers, the colours and shapes of the petals and how the textures change when they become wet. Children experiment and show curiosity in their play. However, they are sometimes moved on too quickly. This means that their concentration is disrupted and opportunities for higher-level thinking are lost.
- Children are generally supported to be independent. They manage some self-care skills such as using the toilet and handwashing. However, the childminder sometimes does things for children that they are capable of managing on their own. For example, she puts their shoes on and prepares fruit for snack time. Younger children may also miss opportunities to practise managing things for themselves when older children do things for them, for example pouring drinks at snack time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She understands the main types of abuse and how to recognise the signs and symptoms of neglect. The childminder knows who to contact if she has concerns about a child, or if she needs further advice and guidance. She records all accidents and injuries and uses these records to help her maintain a safe environment for children. The childminder carries out regular risk assessment to ensure the setting is always safe for children. The childminder recognises the importance of training and attends online professional development that supports her to keep her knowledge up to date.

What does the setting need to do to improve?

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

- enhance teaching to extend children's concentration and curiosity, developing their higher-level thinking skills
- develop children's independence skills further by consistently allowing them to carry out tasks by themselves.

Setting details

Unique reference number	EY413862
Local authority	North Northamptonshire
Inspection number	10138523
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 March 2015

Information about this early years setting

The childminder registered in 2010 and lives in Wellingborough, Northamptonshire. She operates all year round, from 9.15am to 5pm, from Monday to Thursday, and from 11.45am to 5pm on Fridays, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Karen Siddons

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 setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the childminder completing activities with children.
- The inspector read feedback provided by parents to gather their views.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of household members.

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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