

Childminder report

Inspection date: 14 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide an inviting home-from-home environment. They build positive relationships with children and ensure they settle, are happy and feel safe in their care. Resources are readily available, allowing children to make their own choices. Children excitedly explore the learning on offer. For example, they experiment with play sand as they bury shapes for their friends to find. Children laugh with their friends and co-operate as they take turns to hide objects.

Outside, children enjoy being physically active. The childminder and her assistant skilfully teach children new skills such as batting a ball and using a bow and arrow to hit a target. Children thoroughly enjoy these activities. They concentrate and show determination as they practice their aim. Children's attempts are celebrated as they clap and cheer each other's achievements.

The childminder has high expectations of behaviour. She sets clear and simple rules for children to follow and gentle reminders about taking turns and sharing. The childminder helps children to resolve minor disputes. She supports them in understanding and regulating their emotions and attitudes towards others. For example, children help each other to put on costumes, then huddle together, smiling with pride for a photo.

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

- The childminder has a good understanding of child development and how to support children's next steps. Through regular observations, she identifies what children need to learn. The childminder uses this information to plan and provide a curriculum that overall supports individual children's learning needs well. Children make good progress from their starting points.
- The childminder ensures children learn good hygiene routines. She encourages children to wash their hands prior to eating and after playing outside. When it is time to go outside, children quickly find their coats and shoes. However, the childminder does things for older children that they could learn to do for themselves. For example, putting on their coat and shoes and managing their self-care at mealtimes. This would further contribute to supporting children to be well-prepared for school.
- The childminder encourages children's communication and language skills well. For example, she asks questions and repeats words to extend their vocabulary. Children with English as an additional language are supported effectively. The childminder and her assistant use keywords in the children's home language and use visual aids to help children learn words in English.
- Children thoroughly enjoy regular singing and music sessions. The childminder

provides a variety of musical instruments and demonstrates how to play simple rhythms. The children enjoy this and use their imagination as they pretend they are in a band. The childminder teaches children new songs that link to children's learning. For example, when children notice it's raining outside, they sing a song about rain.

- The childminder offers diverse and inclusive practices. She incorporates children's cultural backgrounds into learning experiences. For example, children are encouraged to share their own and each other's cultural celebrations and languages. This helps children to gain an understanding of similarities and differences in the wider world.
- The childminder and her assistant are good role models. They are calm and consistently praise children's achievements. This supports children's positive behaviour, which also helps build their self-esteem. The childminder supports children to care for their environment and learn good manners. For example, children are encouraged to help tidy up toys once they have finished playing and reminded to say please and thank you.
- Parents are happy with the care provided. They say the childminder keeps them well-informed about daily activities their children are engaged in. The childminder regularly sends parents photos of their children's achievements via a secure online App. However, the childminder does not clearly explain the importance of outdoor learning or her responsibility to provide healthy meals and snacks.
- The childminder and her assistant regularly evaluate their day and identify where improvements need to be made. They are proactive and access training courses to support professional development and improve practice. For example, they have attended training on the recent changes to the Early Years Foundation Stage Framework.

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:

- provide more opportunities for older children to practice self-care skills to better prepare them for school
- strengthen information sharing with parents to include the importance of outside learning and healthy eating.

Setting details

Unique reference number	EY413948
Local authority	West Northamptonshire
Inspection number	10312231
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 April 2018

Information about this early years setting

The childminder registered in 2010 and lives in Northampton. She operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

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.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views of the childminder with the inspector.
- 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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