

Childminder report

Inspection date: 22 June 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 develop close friendships with each other from a young age. They demonstrate nurturing behaviour, which they have learned from the childminder. Children collect and take their friends' drink bottles to them and give them a cuddle. They enjoy exploring a tray of resources based on a story about a hungry caterpillar. They practise tipping and pouring green rice and make choices about resources they want to add to their play. Children count different pretend fruit and, with the childminder's support, talk about which fruit they like to eat. They confidently recall and share what they have remembered about the caterpillar story as they chat. Children are happy to share resources with each other and make sure they all have enough room as they sit around the tray. They respect their environment and help the childminder sweep the floor once they have finished playing.

Children are polite. They use good manners when responding to their friends and the childminder, consistently saying 'please' and 'thank you'. Children listen to each other talk and praise each other for sharing good ideas. They wash their hands independently before eating, while being encouraged to sing a song about germs. Children recognise their own name and linked picture and sit courteously at the table while eating their lunch. They have a secure bond with the childminder and look to her for reassurance throughout the day. This helps them to feel safe and secure.

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

- The childminder knows the children well. She uses her observations and conversations with parents and carers to identify what children need to learn next. The childminder plans a range of activities and opportunities to support children to meet their next steps in learning. These next steps are then shared with parents, so they can further extend children's progress at home.
- The childminder plans activities based on children's interests. For example, children develop their physical skills outside. They make large arm movements while exploring chalk and water. After drawing on a blackboard using chalk, the childminder helps children to use paintbrushes, and other handheld tools, to wash away the marks they have made.
- The childminder provides opportunities for children to develop their speech. Older children are proud to demonstrate their singing skills and confidently join in with any actions. They put a frog puppet on their hand and stick out their tongue ready to sing a familiar song. However, at times, the childminder does not focus enough attention in supporting the youngest children during learning opportunities. This means that some younger children do not make the most progress they are capable of.

- Children behave well and understand the boundaries set by the childminder. They follow her instructions and can wipe their own nose and put the tissue in the bin. Children learn language about how they are feeling, including 'embarrassed'. They tell the childminder they are feeling happy and ask if they are making her happy. However, there are times during the day when the childminder does not fully support all children to develop new skills to further build on their independence. Opportunities for children to help prepare their own meals, to further support their cutting and pouring skills, are replaced with occupying them by watching television.
- The childminder is highly focused on her professional development. She undertakes training opportunities and implements new ideas into the setting consistently. The childminder reflects daily on the experiences of children and uses this reflection to adapt and improve her own practice. The childminder explains how she has developed a book of different photos for children to look at while eating lunch. Older children discuss the photos they see and tell each other, 'I have a windmill near my house.' This encourages children to develop their speech and language.
- Parents comment the childminder goes above and beyond for children. They really appreciate the excellent communication about what their children have achieved so they can continue learning at home. Parents feel they are treated as partners in children's learning and that the childminder is caring and experienced.
- The childminder uses what she knows about children to help them feel confident and settled throughout the day. Children enjoy looking at family books she has made for them and talking to visitors about who is in their family. The childminder talks to the children about their similarities and differences, and she encourages them to share with visitors what they feel makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands her responsibilities to keep children safe. She has a clear safeguarding procedure and has a thorough understanding of the signs and symptoms a child may be at risk of harm. The childminder accurately records any concerns and knows how and when to make a referral to other professionals, such as social services. The childminder undertakes regular safeguarding training and keeps her knowledge up to date. She checks the suitability of anyone living in the household. The childminder regularly checks the environment to make sure it is a safe place for children to play. She implements particularly thorough hygiene procedures.

What does the setting need to do to improve?

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

- further differentiate the opportunities and interactions provided to include more support for the youngest children
- make the most of daily routines to support children further develop skills, knowledge and independence.

Setting details

Unique reference number	EY417121
Local authority	West Northamptonshire
Inspection number	10134061
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 6
Total number of places	5
Number of children on roll	5
Date of previous inspection	8 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Brackley, Northamptonshire. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the childminder.
- The childminder and inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- The childminder and the inspector observed and evaluated an activity.
- The inspector observed the childminder and children of all ages through the setting.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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