

Childminder report

Inspection date: 11 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 love coming to the childminder's home. For example, when they arrive, they rush into the garden to show visitors the sheep in a neighbouring field. Children have many opportunities to find out about the world around them. They take care in feeding the sheep through the fence and are supported by the childminder to understand what sheep can and can not eat. Children share their experience of visiting a local farm with the inspector. They share photos of piglets and talk about how they have grown and developed over a period of time. Children confidently recall previous learning.

Children warmly greet their friends when they arrive. They invite them to come and join in with their play. Children are kind and caring towards each other. They make space for their friends to sit down at the table. On the rare occasion when children find sharing challenging, the childminder talks to them about how they can take turns to make sure everyone has a turn. Children develop their independence skills very well. They show perseverance in putting their own shoes on, even when they find this tricky. When children are thirsty throughout the day, they confidently help themselves to drinks.

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

- Partnership with parents is very effective. Parents comment how the childminder communicates with them throughout the day by sending messages and photos of activities their children have enjoyed doing. They say that their children's independence skills have grown since being cared for by the childminder. Parents say that they feel well informed about their children's learning and development. The childminder keeps in contact with other settings children attend. This ensures there is a consistent approach to children's learning and development.
- The childminder is constantly striving to improve. She attends regular training and visits local pre-schools and childminders to continue to develop her knowledge and skills. The childminder recently accessed support about completing the statutory progress check for children aged two. She now feels much more confident when completing this document.
- All children have their needs met very well by the childminder. She knows them very well as individuals. For example, she knows what their favourite toys are, which helps them to settle when they arrive. The childminder knows, in great detail, where children are with their development and how she can extend their learning to meet their next steps.
- Children develop healthy lifestyles. At snack time, they tuck into strawberries, blueberries, peach and melon. They learn about different foods they have not experienced before, such as an onion, when playing in the role play kitchen

outside. The childminder explains to children how they have tried onion before in a pasta sauce she has made. Children explore the vast outdoor space confidently. They carefully balance on tyres and move around negotiating space with their friends. Each week, children walk to the woods and to the local park, to experience different equipment. This helps children to develop their large physical movements.

- The childminder provides children with opportunities to broaden their experiences. She takes children to visit a local care home. Children look forward to their weekly visits where they take part in a range of activities with the residents, such as colouring, dancing and reading. Over time, children develop their confidence in speaking to new adults. They find out all about people who may be different to themselves.
- The childminder interacts with children throughout the day. She talks to them about what they are making. For example, when children go into the role play kitchen, she talks to them about how they make spaghetti Bolognese. However, the childminder is sometimes so enthusiastic that she tells children what to make or do, before letting children think and or have a go themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of safeguarding. She ensures she attends regular training to keep her knowledge up to date. The childminder understands the signs that a child's welfare may be at risk. She knows who to report her concerns to. The childminder has a detailed safeguarding policy which contains information about the different agencies to contact should she be concerned. She checks the areas she uses for childminding are safe before children access them. The childminder ensures small parts are not accessible to young children who may put them in their mouth. She ensures children are supervised vigilantly when walking in the local area.

What does the setting need to do to improve?

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

- provide children with more opportunities to develop their own ideas in their play.

Setting details

Unique reference number	EY423781
Local authority	West Northamptonshire
Inspection number	10138597
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2011. She lives in Clipston, Northamptonshire. The childminder operates all year round from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education to three-year-olds. The childminder holds a degree at level 6.

Information about this inspection

Inspector
Emily Lofts

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 childminder showed the inspector the premises and discussed how she ensures that they are 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 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 on the setting with the inspector. Written feedback was also viewed.
- The childminder provided the inspector with a sample of key documentation on request, 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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