

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children's curiosity is ignited in the warm and welcoming environment the childminder provides. They benefit from the strong relationships they develop with the childminder, who places children's emotional well-being at the heart of his practice. Children are supported to understand their own feelings. For example, they are taught breathing techniques to calm themselves when they get upset. Children display extremely positive attitudes to learning. They approach new activities with confidence, selecting resources and leading their own play. From an early age, children's behaviour is exemplary. They use exceptional manners throughout the day. Children show kindness and respect for one another. They have a keen sense of cooperation as they support each other to follow house rules and daily routines. For example, older children help younger children to balance on a beam, while younger children join in and help at tidy up time.

Children are provided with a rich set of learning experiences that take them on a journey, to answer their questions and expand their knowledge and skills. For example, children question how the cracks in the path appear as they walk to school. They later learn how water expands when it freezes, as the childminder involves them in an experiment to explain how the cracks are formed. Children pour water into bottles and mark the amount before placing them in the freezer. Later they examine the bottles to see how the water has expanded after freezing. Children delight as they share their results, saying, 'My lid has exploded off'.

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

- The enthusiastic childminder and his co-childminder implement a curriculum that is effectively sequenced, to ensure children make rapid progress in all areas of development. They utilise children's interests to engage them in a wide variety of exciting activities. For example, children visit the local airport to learn about aerodynamics. This supports their understanding of how their paper planes are able to fly.
- The childminder has an excellent understanding regarding how children learn. He recognises that children need time to practise and apply new skills, in order to consolidate their learning and build on their existing understanding. The childminder provides wonderful learning opportunities, both indoors and outside, that continuously motivate and challenge children. For example, children thoroughly enjoy using a hand pump to make water flow through pipes. They immerse themselves in play as they move pipes to direct the water and fill up different containers.
- The childminder has a very calm approach and listens intently to what children have to say. This creates a relaxed environment, where children interact positively with each other and play contently. Children demonstrate high levels

of self-control as they wait patiently for their turn to direct and roll balls down tubes. They take turns and share the balls, working together to collect the balls in a basket so they can roll them down again.

- Children have many opportunities to be physically active. They learn to take calculated risks and challenge their skills as they ride on balance bicycles. Children enjoy using use large chinks to mark make and carry heavy pots and pans as they play imaginatively.
- The childminder carefully adapts the language he uses during activities, to ensure he meets the needs of all children. For example, younger children are supported to use simple words to communicate. The childminder warmly responds by repeating words back to them to show he has understood. Older children are challenged as they are introduce to new words, such as 'structure' and 'design' as they build towers. Consequently, children develop excellent communication and language skills.
- The highly trained and knowledgeable childminder is dedicated and passionate about his work. He and his co-childminder continually reflect on all aspects of the provision. For instance, after researching how to build on children's core strength, he designed an assault course. This challenges children's ability to balance, which further supports their physical development.
- The childminder understands the importance of sharing information with other settings that children also attend. Excellent links have been established with local schools and pre-schools. This ensures the childminder provides a consistent and complementary approach to children's care and learning.
- Children follow good hygiene routines, as the childminder is a wonderful role model. He supports children incredibly well to develop independence and self-care skills. The childminder explains when and why children should wash their hands throughout the day, and teaches children to manage and attend to their other personal care needs.
- Parents are extremely complimentary regarding the childminder. They express their gratitude for the daily updates they receive regarding their children's care and learning. Parents comment on how the childminder is particularly attentive to the children's individual needs, and has been extremely supportive when working with speech therapists.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding regarding how to identify signs that might indicate a child is at risk of harm or neglect. The experienced childminder is committed to keeping up to date with regard to current safeguarding concerns in the local area. He has recently attended additional training regarding county lines and online safety. The childminder understands how to report concerns to the appropriate authorities. He ensures that children benefit from a carefully risk assessed environment, where they are able to play safely. Children learn how to stay safe when on outings, for example by following road safety rules.

Setting details

Unique reference number	EY427398
Local authority	West Northamptonshire
Inspection number	10138477
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	4 April 2013

Information about this early years setting

The childminder registered in 2011 and lives in Brackley, Northamptonshire. He operates from 8am to 6pm Monday to Thursday all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. He works alongside a co-childminder.

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 setting.
- The childminder showed the inspector around the premises and discussed how he ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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