

Childminder report

Inspection date: 30 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children appear happy and settled in the childminder's care. Young babies giggle as the childminder plays peekaboo with them. Children's needs are responded to quickly. For example, the childminder knows when they are hungry. Children demonstrate they feel safe and secure as they sit on the childminder's knee and snuggle in as she gives them their milk. As children become tired, the childminder speaks to them in a warm, soothing voice until they settle off to sleep. Consequently, children develop secure emotional attachments and their well-being is ensured.

Children are supported well to develop in their next stages of learning. They enjoy taking part in activities that match their interests. For example, the childminder is skilled in providing a range of activities to encourage babies to crawl and develop their physical skills. She rolls a colourful ball across the floor and praises them as they crawl to find it. Babies smile as they pick up the ball and attempt to pass it back to the childminder.

Children develop a positive attitude to their learning. Young babies are encouraged by the childminder to hold their own bottle of water. She shows them what to do and then encourages them have a go themselves. Younger children develop their hand muscles as they scrunch up pieces of textured shiny paper.

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

- The childminder finds out from parents what experiences children have at home. She uses this information to develop the opportunities children have. For example, the childminder identifies that children did not have the opportunity to go to playgroups during the COVID-19 pandemic. Therefore, she takes children to a local playgroup each week. Here, children have the opportunity to interact and learn to share with children of a similar age in a larger group.
- The childminder provides opportunities for children to develop their communication and speaking skills. She responds to babies as they start to babble. She gives them time to reply and encourages them to take turns in conversation. She sings to children throughout the day. Young babies begin to respond by pointing as the childminder asks them which animal they would like to choose when singing 'Old MacDonald had a farm'. They kick their feet in excitement to show they are enjoying the singing.
- Children develop a love of books and enjoy listening to stories. Young babies explore different pictures and textures in books. The childminder supports them to try and turn the pages of the book independently. When reading to children, the childminder reads in an animated way and shows children the pictures in the book. This captures their attention.

- The childminder promotes children's good health. She sensitively asks young babies if she can wipe their nose and disposes of tissues in the bin promptly. The childminder talks to children as she completes personal care routines. When preparing babies' milk, the childminder ensures that she washes her hands before and after to prevent the risk of cross-infection.
- The childminder interacts with children well. She gets down to their level and makes eye contact with them. The childminder provides a range of stimulating activities to help young babies to develop their listening and attention skills. However, at times, the childminder steps in too quickly to help children. For example, when babies try to solve a shape sorter puzzle, they do not always have enough time to have a go themselves before the childminder shows them what to do. Children do not always have a chance to develop their problem-solving skills.
- Since her last inspection, the childminder has completed an extensive range of training, particularly around safeguarding. She demonstrates knowledge and confidence in this area. The childminder is able to identify what she does well and how she would like to improve further. For example, she would like to improve the outdoor opportunities children have even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues. She is aware of the signs and symptoms of abuse and how children at risk of harm may present. The childminder is aware of the 'Prevent' duty and signs that a child may be at risk of radicalisation. She updates her safeguarding training every year so that she is aware of the latest developments. The childminder knows who to report her concerns to and would be confident to do so. She carries out visual checks of the areas of her home used for childminding to ensure that any hazards are removed and it is a safe place for children to play.

What does the setting need to do to improve?

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

- allow children more time to explore independently to help build on their problem-solving skills.

Setting details

Unique reference number	EY428158
Local authority	North Northamptonshire
Inspection number	10074793
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 2011 and lives in Rothwell, Northamptonshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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 had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector by providing written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including documents to demonstrate 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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