

Childminder report

Inspection date: 15 January 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

Children settle quickly when they arrive at the childminder's home. They cuddle with the childminder as they sit on cushions and share stories. Children develop good relationships with the childminder. They stay close to her for reassurance and share their play. The childminder supports children with their personal development as she teaches them to learn about differences. For example, children ask the childminder to look at their eyes through a small magnifying glass. They smile as they notice that their eyes are different colours. Children look at their reflections in a mirror as the childminder helps them name the parts of their faces.

Children practise their social skills, as the childminder ensures they have opportunities to play with other children, such as during visits to the local playgroup. They learn about the world around them as the childminder teaches them how to look after pet stick insects. Children are curious to explore new experiences. The childminder supports children who are more cautious to join a sensory activity. Children explore and feel the texture of sawdust and use their imagination as they pretend to create 'roads' for their cars. Children learn the childminder's expectations for behaviour as she encourages them to use good manners. They listen to her instructions as they sweep the floor after playing.

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

- The childminder supports children to explore and enjoy books. She takes them on trips to the local library to discover new stories. The childminder encourages children with their early literacy skills in her home. For example, she enthusiastically reads familiar stories to children based on their interests. Children join in familiar phrases and repeat words as they point to the pictures and help to turn the pages. The childminder encourages children to talk about the story and helps their understanding.
- The childminder encourages children with their early speaking skills, as she has back-and-forth conversations with them and allows them time to respond to questions. For example, she supports children to explore and talk about items they collected on outings in the local area. Children examine a rock and discuss a recent trip to the woods where they found it.
- The childminder supports younger children to practise their small-muscle skills before they can begin to control a pencil for early writing. For example, children use hammers to knock wooden balls through holes. They watch as the balls drop, roll and come to rest around the room. However, the childminder does not use this interest to encourage children with their thinking or further exploration to increase children's learning.
- The childminder encourages children to learn to be independent. For example, she supports children to take off their coats and get themselves dressed. The

childminder encourages children to wash their hands before eating. However, the childminder does not always use every opportunity to teach children about healthy lifestyles, such as explaining to children why it is important to wash their hands.

- The childminder supports children with her expectations for behaviour. She explains her rules, such as no throwing inside and how to act at mealtimes, and children listen to her instructions. She encourages children to use good manners, such as saying 'thank you'.
- The childminder provides information for parents and shares ideas to support children's learning at home. For example, she discusses how to support children with toilet training at home to provide a consistent approach for children.
- The childminder reflects on her practice and how to improve further. She includes older children as she asks them for their thoughts and suggestions. The childminder discusses and shares ideas with other childminders. She attends training to increase her knowledge, such as offering support for children with special educational needs and/or disabilities. The childminder works alongside other professionals, for example the health visitor, to support children to make the best possible progress.

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:

- develop teaching during spontaneous activities to build on children's interests and extend their thinking and learning
- strengthen teaching to help young children develop an understanding of healthy lifestyles.

Setting details

Unique reference number	EY430542
Local authority	West Northamptonshire
Inspection number	10308346
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	2 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 March 2018

Information about this early years setting

The childminder registered in 2011 and is located in Northampton. She opens Monday to Friday, all year round, except for family holidays. Sessions are from 7.30am until 4.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

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 childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants her children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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