

Childminder report

Inspection date: 9 December 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 are confident and happy as they make free choices in their play. They settle well and engage with the resources that are available to them. The childminder spends time getting to know the children and builds strong relationships with them. Children show they feel safe and secure as they seek out the childminder for cuddles and reassurance when they need it. The childminder plans a curriculum that supports children to gain the skills they will need to be ready for school, for example, learning to be independent. The childminder teaches children to persevere during play, such as when trying to push the button on a cup-and-ball game. Children show excitement once they have pressed the button and the ball flies out.

Children behave well. The childminder shares her clear expectations with them. Children understand the rules and boundaries that the childminder has in place. She is a positive role model and encourages young children to use good manners, such as 'please' and 'thank you' as they play. The childminder takes the children out to meet with other childminders and the children they care for. This enables children to develop social skills, share, take turns and make new friendships.

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

- The childminder observes children to identify their current level of development. She uses this information to plan her environment with activities that will support children's developmental needs. The childminder provides plenty of role-play opportunities that encourage children to talk and act out their experiences. For example, when in the play kitchen, children ask the childminder if she would like a cup of tea and pizza. This helps children with their emerging language development.
- The childminder promotes a love for books. Young children select stories and sit on the childminder's lap as she reads them. Children retell familiar stories with the childminder, acting them out using props. Children giggle with glee as they drop the wolf down the chimney, repeating words from the story.
- The childminder recognises the importance of teaching children numbers and counting. She introduces positional vocabulary, such as next to and under, as children tidy up some toys off the floor. Children count how many sheep there are as children play with the toy farm. However, occasionally, the childminder does not extend children further. Therefore, at times, children's knowledge of mathematical concepts is not challenged.
- The childminder places a high priority on developing children's independence and self-care skills. Children are encouraged to put on their coat and put their hand in front of their mouths when they cough. At snack time, children get their plate and cup from the cupboard and cut up their snack using safety knives.

Children learn to wash their hands and learn the importance of oral hygiene by accompanying the childminder to the dentist.

- The childminder understands the importance of developing children's communication and language skills. The childminder talks to them and encourages conversation throughout the day. She asks questions, giving them time to think and plan an answer. When looking at a range of pictures, she introduces words such as sad and yawning. She uses signs and gestures to support young children's understanding of these words.
- The childminder values the children in her care. She uses questionnaires from both the children and their parents to improve the quality of care she provides. Children know who to go to when they have a problem and what to do if they feel sad or angry. The childminder regularly praises children for their achievements and displays photos of them and their experiences on the wall. This helps children build their self-esteem and gives them a sense of belonging.
- Overall, the childminder teaches children to be safe. Children learn how to cross roads and how to walk safely next to the childminder when they are out in the local area. However, when in the home, there are few opportunities for children to assess their own limitations, as the childminder intervenes too quickly. This means that children do not always learn how to identify everyday risks and how to manage them.

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:

- challenge children's learning further to extend their knowledge of mathematical concepts
- allow children the opportunity to learn how to assess and manage their own risks.

Setting details

Unique reference number	EY433494
Local authority	West Northamptonshire
Inspection number	10367272
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 February 2019

Information about this early years setting

The childminder registered in 2011. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The childminder showed the inspector around the premises and talked about the curriculum and what she wants children to learn.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed interactions between the childminder and the children.
- The children interacted with the inspector during the inspection.
- 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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