

Childminder report

Inspection date: 2 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 have plenty of fun at the childminder's home. They settle quickly and well in the warm and welcoming environment. Children enjoy spontaneous cuddles with the childminder. They show that they feel happy and secure as they giggle and chat with the childminder. There are strong bonds between the childminder and children in her care. This helps to nurture their confidence and self-esteem. Children cooperate well, such as when they build model train tracks with moveable parts. When they want a toy that their friend is playing with, children independently find an egg timer to help them wait their turn. The childminder sets clear boundaries and guidelines that support children to know what is expected of them.

The childminder plans activities that stimulate children's interests. For example, children excitedly look through photographs of their families and homes, and of experiences they have had with the childminder. They talk about what they see and recall past events. This helps them to develop a strong sense of belonging. Children have frequent opportunities to learn about the natural world around them. They explore in the garden, whatever the weather. They feed and care for the childminder's pet rabbits, showing great care for these living creatures. Children investigate a variety of materials using their senses. For instance, they mix together oats, apple and carrots to create reindeer food, following a visit to see Father Christmas.

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

- The childminder provides a wealth of opportunities for children to find out about the wider community in which they live. Children visit museums, libraries, places of worship and other places of local interest. They learn about the differences and similarities between themselves and others. The childminder is ambitious for children and provides a broad range of activities to enrich their experiences of the world.
- Parents comment that communication by the childminder is very strong. The childminder updates parents daily about children's routines and what they enjoy doing. She makes sure that parents know how to continue children's learning in the home. For instance, she shares information in newsletters about what children will be doing in the coming months. Parents greatly appreciate her care and dedication in supporting children and families.
- The childminder gets to know children well from the start. She collects information from parents about what children already know and can do to inform her initial planning. The childminder carefully structures her curriculum, adapting it to address any gaps in learning. All children, including those who need extra support, make good progress.

- The childminder supports the development of children's communication and language skills effectively. For example, children listen avidly to the childminder as she reads to them from much-loved books. The childminder helps children to practise mathematical language, including counting, naming shapes and recognising colours. However, on occasions, the childminder does not provide enough opportunities for children to think creatively and solve problems for themselves.
- Children confidently talk about what they do to stay healthy. For instance, when they look at posters about foods while eating their snack, they say which choices are good for them. The childminder explains to children why they need enough sleep. Children say that exercise is good for them. They follow good hygiene procedures independently, such as using the toilet and handwashing.
- The childminder prioritises children's positive emotional well-being. She helps them to understand more about their feelings through conversations, for example, why they feel sad or happy. She praises and encourages children's efforts. Children show pride in their achievements, saying, 'I did it,' when they succeed. They demonstrate very good manners, saying 'please' and 'thank you' at appropriate times. Children willingly tidy away resources to keep the floor free from trip hazards.
- Children go on regular outings to local groups, where they practise their socialising skills in preparation for the future, such as when they start school. They go on trips to parks and open spaces, where they can run, climb, jump, balance, twist and turn. This contributes to their good physical development.
- The childminder is highly reflective. She continuously looks for ways to improve children's experiences even further. She is passionate about doing the best she can for children in her care and their families. The childminder regularly meets with other childminders to exchange ideas. She identifies professional development opportunities to enhance teaching and learning and to maintain good outcomes for all children.

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:

- enhance interactions to provide even more opportunities for children to think creatively and solve problems for themselves.

Setting details

Unique reference number	EY439680
Local authority	North Northamptonshire
Inspection number	10364103
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	3 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2011. She lives in Wellingborough, Northamptonshire. The childminder operates from 8am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early years education.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The childminder and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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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