

Childminder report

Inspection date: 10 July 2023

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 arrive at the setting smiling and ready to play. This is because the childminder and her co-minder provide a welcoming environment, where children are happy, safe and confident to express themselves. The childminder knows the children very well and ensures they develop close bonds with herself and her co-minder. Children readily go to them both for cuddles and confidently seek them out to share their play experiences.

The childminder organises the daily routines using a balance of indoor and outdoor play experiences to support children's good developmental progress. Children enjoy exploring the garden, where the childminder provides activities which help them to develop their physical skills. For instance, children throw beanbags into a large bucket to develop their large-arm muscles. Young children learn to climb on equipment and navigate their way around obstacles on scooters. They confidently take risks and show a good awareness of safety.

The childminder has high expectations of children's behaviour and encourages them to develop positive attitudes to learning. She provides age-appropriate activities, based on their interests, to engage children in learning. For example, the childminder provides car-themed beads to encourage threading to develop small-hand muscles. Children learn to be independent. They manage personal hygiene tasks and put on their shoes before going outside. The childminder offers lots of praise and encouragement to support children's persistence and self-esteem. Children proudly share their achievements when they complete a task independently, displaying big smiles to their friends.

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

- The childminder plans a curriculum that takes account of what individual children need to learn next. She provides a variety of adult-led and child-initiated learning experiences for children, which cover all areas of learning. The childminder teaches children the skills they need to be ready for the next stage of their learning and starting school. For example, they are encouraged to be independent during their daily routine.
- When children first start attending the setting, the childminder talks to parents about children's home routines, likes, and interests. She observes children to help understand what they know and can already do and uses this information to plan experiences that will support their development. Children are making good progress.
- Overall, the childminder supports children's communication and language well. She engages the children in conversations and encourages them to recall past events, such as family holidays. Children join in singing songs and enjoy stories.

However, the childminder does not always use these opportunities to extend and expand children's vocabulary.

- Children consistently behave well. The childminder acts as a good role model for children to copy and learn from her. For example, they use please and thank you at appropriate times. The children are caring and respectful to one another. They show support as they high five each other's achievements.
- The childminder uses celebrations and special events during the year for children to learn about some cultural festivals. In addition, she purchases books that reflect some of the home languages spoken by children. However, her curriculum does not yet include opportunities for all children who speak English as an additional language to recognise, value and share their languages, home traditions and backgrounds.
- The childminder provides opportunities for children to learn about the world around them. Children regularly visit woodlands, parks and a local music group. They visit playgroups and mix with other children and their childminders. This helps children to develop their social skills in larger groups.
- The partnership with parents is good. The childminder provides daily verbal updates to share information with parents on what their children have done during the day. Parents enjoy the digital photos they receive, saying they share these with their children to prompt conversations at home. The childminder shares ideas on how parents can extend their child's learning at home. Parents state they value this support.
- The childminder and her co-minder reflect on their practice at the end of each day. They evaluate each other's practices and make improvements, which positively impact the planned activities they provide for children. For instance, they recently added a sheltered outdoor area, so children who prefer to learn outdoors can access the outdoors in all weathers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in recognising the signs that indicate a child is at risk of harm. She understands the procedures to follow when reporting a concern about a child or when an allegation is made against herself, her co-minder, or a member of her household. The childminder completes regular training to keep her safeguarding knowledge up to date. She is aware of local safeguarding concerns, such as county lines and the 'Prevent' duty. The childminder carries out regular risk assessments of her home. She assesses risks when taking the children on trips into the local community. This helps her to keep the children safe.

What does the setting need to do to improve?

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

- strengthen support for children to build on the range of words they know and to practise their language skills
- help children use their home languages, value their backgrounds and learn about each other's cultures and communities.

Setting details

Unique reference number	EY440446
Local authority	West Northamptonshire
Inspection number	10276556
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 July 2017

Information about this early years setting

The childminder registered in 2012 and is located in Abington, Northampton. She operates all year round, from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with a co-minder.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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 spoke to several parents during the inspection and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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