

Childminder report

Inspection date: 3 March 2025

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 happily at this warm and nurturing childminder. They are greeted with a smile as they rush to tell the childminder about their weekend visiting the woods. The childminder listens attentively, valuing what they say. Children show high levels of confidence. They eagerly interact with the inspector as they prepare her lunch from the role play kitchen and invite her to join in with their dance show. The childminder prioritises child-led learning. Children freely choose from a wide range of activities and resources that are based around their interests. Children are engaged as they wash the babies in the water tray and read stories to their friends as they play schools.

The children behave well. The childminder supports children to share the pencil crayons as they colour pictures. She encourages children to take turns as they play with the toy characters, praising them when they let their friend have a turn. Children help their friends by finding their wellington boots as they prepare to go outside to play. The childminder has clear routines that the children follow well. As children tidy up, they sing a tidy up song, helping each other to put the toys away.

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

- Overall, the childminder plans well for children's physical development. She plans daily opportunities for children to get fresh air and engage in outdoor physical play. Children push their friends in toy cars and young children learn to climb up steps as they develop their gross motor skills. However, the childminder does not always provide resources to support children develop their fine motor skills. This means children do not have regular practise to support the development of the small muscles in their hands in preparation for early writing.
- The childminder supports the children's social skills well. She takes them on trips to the local farm, library and to different groups. She regularly meets up with other childminders and the children they care for. This allows the children to interact with larger groups of children and make new friendships.
- The childminder promotes the development of early communication and language well. She engages children in back-and-forth conversations, answering questions they may have. She supports younger children by modelling and repeating back words, as well as singing songs and reading stories. The childminder teaches new vocabulary such as foal and calf. Children recall these words as they share a story about baby animals.
- Children learn to be independent and develop their self-care skills. Young children put on their coat and shoes before they go out to play. Older children confidently go to the toilet and wash their hands, reminding each other to make sure the soap is all rubbed in to clean the germs. At snack time, children peel their banana and use safety knives to cut it into smaller pieces. When they have

finished, they put their plates in the kitchen and their water bottles back on the table.

- Parent partnerships are strong. The childminder shares children's learning and what skills they are working on. This helps parents continue the support at home. Parents speak very highly of the childminder. They praise the childminder for her communication and recognise that their children have made progress in their development while in her care. Parents say that every day is an adventure for their children and the childminder is like part of the family.
- The childminder understands how to keep children safe. She reminds them to sit on their chair as they eat their lunch. Children learn how to cross a road with the childminder. They talk about how they must stop, look left and right before they cross the road.
- The childminder keeps her mandatory training up to date, such as safeguarding and paediatric first aid. However, at times she does not target her professional development to build on her existing knowledge effectively to extend her teaching skills. As a result, some learning opportunities are not identified to support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open 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:

- review and improve the planning of physical activities to allow children to develop their fine motor skills effectively
- improve knowledge through professional development to develop skills which enhance teaching and benefit the children further.

Setting details

Unique reference number	EY441253
Local authority	North Northamptonshire
Inspection number	10376241
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	1 to 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 2012 and lives in Stanion, Northamptonshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for children.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The inspector reviewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.

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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