

Childminder report

Inspection date: 20 April 2022

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 positive relationships with the warm and nurturing childminder. They settle quickly when they arrive. Children are introduced to visitors to the setting by the childminder, so they know what is happening. This helps children to feel safe and secure. Children's behaviour is good. The learning environment is harmonious. During the COVID-19 pandemic, the childminder recognised that children needed more opportunities to share with others. She now plans many activities for children to practise their sharing and turn-taking skills with others.

Children benefit from exciting and stimulating activities which support them to meet the next stages in their learning. They are enthusiastic to take part in the activities on offer which match their interests. For example, children show an interest in planting sunflower seeds. They talk with the childminder about what the seeds need to grow.

Children develop their independence. They make their own lunch and spend sustained periods cutting up different fruits to make a large fruit salad for everyone to share after school. Children manage their self-care needs independently, such as toileting. They put on their own coat to go outside and then hang it back up on their own peg when they come back inside.

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

- The childminder finds out about the experiences children have at home. She plans to broaden the opportunities children have. For example, the childminder recognises that some children do not have the chance to go to local playgroups. The childminder takes children to visit different groups weekly. Children have the opportunity to play with peers of their own age and develop their social skills.
- The childminder interacts with children throughout the day. Children enjoy her company and ask her questions when they are unsure. The childminder asks children questions to extend their knowledge and understanding. However, at times, the childminder moves on too quickly before children have had a chance to respond.
- The childminder plans many activities throughout the day for children to take part in. She considers how she can build on what children already know and can do. However, sometimes, children spend too long completing adult-directed activities. Children do not always have the chance to explore activities independently and develop their own ideas and make their own choices.
- The childminder supports children to build on their mathematical skills. She encourages children to check when they have not counted correctly. For example, children find a number and draw the correct number of flower petals onto a plant pot. When children forget to add one more, the childminder asks

them to count again, to check that they have the correct number of petals.

- The childminder supports children to develop their communication and language skills. She reads a variety of books to children, including fiction and non-fiction texts. The childminder introduces new words to children to develop their vocabulary, for example by describing pineapple as 'slippery like a fish'.
- The childminder encourages children to develop a healthy lifestyle. She takes children swimming on a weekly basis. Children go on walks in the local area and develop their physical skills on the climbing apparatus in the childminder's garden. Children comment on how much they love the range of healthy, nutritious meals the childminder provides. They tell visitors to the childminder's home, 'The burritos are delicious!' The childminder talks to children about foods which are healthy and unhealthy.
- Parents are very positive about the care the childminder offers. The childminder asks parents for their views and how she can improve her practice through a regular questionnaire. Parents access information throughout the day which tells them what their children have been doing and enjoyed.
- Since her last inspection, the childminder has completed a range of training. Much of this training has been around different areas of safeguarding, such as county lines. The childminder recognises the importance of always keeping her safeguarding knowledge as up to date as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs that could indicate that a child is at risk of abuse. She knows who to report her concerns to. She is aware of the signs that a child may be at risk of being exposed to extreme views or behaviours. She knows what procedures to follow should an allegation be made against herself or a family member. The childminder completes detailed accident records and ensures that parents are always informed. The childminder supports children to stay safe. For example, she supervises them closely when they use scissors to cut out a picture.

What does the setting need to do to improve?

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

- give children more time to consider their responses to questions before moving on to further support their knowledge and understanding
- allow children more time to explore activities and make their own choices so that they can develop their own ideas.

Setting details

Unique reference number	EY444742
Local authority	North Northamptonshire
Inspection number	10071778
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	4 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 September 2015

Information about this early years setting

The childminder registered in 2012 and lives in Wellingborough, Northampton. She operates from Monday to Thursday all year round, except for family holidays and bank holidays. On Monday, the childminder operates from 1pm to 6pm. On Tuesday to Thursday, she operates from 8am to 6pm.

Information about this inspection

Inspector
Emily Lofts

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the childminder carrying out an activity with the children.
- Written feedback and comments from parents were taken account of by the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence regarding the suitability of household members.

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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