

Childminder report

Inspection date: 25 January 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

The childminder and her assistant offer a welcoming environment where children feel happy and safe. Children develop close relationships with the childminder. They include her in their play and return to her when they need comfort or reassurance. The childminder offers a curriculum that builds on children's skills. She provides adult-led activities that allow children to recap their prior learning and practise what they need to learn next. For example, the childminder's assistant reminds children to count the pegs one by one, to check they have the correct amount to match the number on the card.

The childminder has high expectations for children's behaviour. She plans activities that encourage children to share and take turns. For example, children take turns pushing cars down the ramp. Once they have taken their turn, they wait while their friends take a turn. Young children use the childminder as their secure base from which to explore the world around them. The childminder responds to their needs. She gives them lots of reassurance, supporting their physical and emotional well-being. The childminder and her assistant demonstrate polite manners. As a result, children say pardon, please and thank you without thought in their everyday interactions.

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

- The childminder has a good understanding of her curriculum. She identifies what she wants children to learn when planning adult-led activities. However, the childminder does not always consider children's learning needs when planning child-led activities to support their independent learning. As a result, children do not always have the most effective play opportunities to practise what they already know.
- The childminder supports children's early communication and language development. She engages children in conversations and supports them to hear new vocabulary, such as pinch and squeeze, as they pick up their fruit. Young children enjoy hearing age-appropriate songs and rhymes. They independently repeat songs they have learned in their play. This supports children's early language skills.
- Overall, children generally enjoy the books available. Young children happily sit with the childminder as they turn the pages of a book. However, the childminder does not always provide a range of books and stories that engage all children. As a result, older children lose interest in story time, which influences their emerging interest in early reading.
- The childminder builds strong relationships with parents. They receive updates about their children's day. They feel their children are happy and developing very well. They say that the childminder offers a 'loving' environment and they know

their children are safe. They are very complimentary about the quality of care their children receive.

- The childminder supports children to make good progress in their mathematics development. She sequences learning from the youngest child and builds on what they already know. For example, the childminder uses songs to begin children's awareness of numbers before encouraging them to count as they place small beads on a pipe cleaner.
- The childminder provides daily opportunities to be active and play outdoors. They regularly visit the park, go on walks and visit the local childminder groups. Children meet a range of people and develop confidence in new social situations.
- The childminder and her assistant offer children consistent encouragement and praise as they play, which helps to develop their self-esteem. For example, children are praised as they find their name and place it on their photograph. The children clap their hands with excitement and are proud to show their friends.
- The childminder and her assistant take steps to build on their knowledge and skills. They attend training that continuously develops their practice. This allows them to enhance the outcomes for the children and families that they work with.
- The childminder's care and hygiene practices are good. She provides opportunities for children to be independent. Children help set the table for snack time. They hand out water bottles, bowls and wooden skewers to make their own mixed fruit kebab. Children know how to independently wash their own hands before mealtimes and blow their nose when it is runny. Children are increasingly independent in managing their own needs.

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:

- develop the planning and provision for children's independent learning to focus more sharply on enabling them to make choices and practise new skills
- review the range of books offered, to include stories that are age-appropriate for all children, to support their early reading.

Setting details

Unique reference number	EY446376
Local authority	West Northamptonshire
Inspection number	10305473
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 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	22 February 2018

Information about this early years setting

The childminder registered in 2013 and lives in the Abington Vale area of Northampton. She operates all year round from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder regularly works alongside an assistant.

Information about this inspection

Inspector
Annette Franklin

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, the assistant and the children.
- The inspector spoke with the childminder and the children during the inspection.
- 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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