

Childminder report

Inspection date: 10 November 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 run in happily as they arrive at the childminder's house. The childminder provides a wide range of stimulating resources and toys that are easily accessible and encourages children to choose from what interests them. Older children spend extended periods concentrating on their chosen activity. For example, they build a tall tower of bricks and express their excitement as they successfully count the number of bricks they have managed to balance.

Children of all ages regularly approach the childminder for cuddles and reassurance, which she readily gives. They are learning to respect each other and the differences between them. Children enjoy looking at books that include pictures of children from different backgrounds. They learn about the wider world when they look at a globe and talk about animals from different countries.

Younger children enjoy painting, first with a brush and then with their hands. They practise holding the paintbrush and choose from the different colours offered. The childminder helps them to make handprints, and they enjoy the feel of the paint between their fingers.

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

- The childminder follows a child-led approach to supporting children's learning. Older children enjoy playing with pretend food and utensils in the play kitchen. The childminder talks to them about what they are doing as they pretend to spread butter on toast. This helps to extend their vocabulary as they engage in imaginary play.
- The childminder understands what children know and can do. She assesses their development using development checklists and shares the information she gathers with parents.
- The childminder adapts activities and experiences to meet the needs of children of different ages. Older children carefully spread glue onto pieces of red paper to make poppy cards for Remembrance Day. Younger children use crayons to make marks on their poppy cards.
- The childminder teaches children about British values. She reminds the children about the poppies they saw being sold during a recent walk and explains that these are about giving thanks to people who have helped us.
- The childminder engages children in lots of conversation throughout the day. She asks questions about what children are doing and listens attentively to them as they express themselves. However, she does not always model new words for younger children or correct pronunciation to help older children to develop clear speech.
- Children behave well. The childminder reminds them about the importance of

sharing toys when they play together, and children readily respond. This helps children to develop social skills.

- The childminder extends children's experiences through attending local group activities. Children enjoy dancing and singing and making new friends. This helps them to build their confidence in new situations.
- Children engage in physical activity, both indoors and outdoors. They dance to 'Old McDonald Has a Farm' and giggle and laugh as they play 'chase' after they have finished their lunch. When the weather is suitable, the childminder takes children out in the local area, where they play in the woods or in the park.
- Older children are developing skills in self-care and independence. They have recently learned to take themselves to the toilet, while the childminder monitors them from a distance and reminds them to wash their hands afterwards.
- Parents say that they feel their children are safe and well cared for. They comment that their children settled quickly when they first started to attend. Parents value the support and advice the childminder gives them about how their children are developing and what they can do to help them to progress further.
- The childminder updates her knowledge of different aspects of children's early learning and applies new ideas in her practice. For example, she attended a seminar about children's role play and has added to her dressing-up resources to enable children to extend their imaginative play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse and neglect. She is aware of what to do if she is worried about a child. She carries out risk assessments to ensure that children are safe, both in the home and when she takes them out in the local area. She takes a first-aid kit with her when taking children on outings. The childminder keeps children safe online. She informs parents about the importance of having passwords and age restrictions on devices at home.

What does the setting need to do to improve?

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

- increase the focus on promoting communication and language skills through modelling new words and correct pronunciation.

Setting details

Unique reference number	EY446582
Local authority	North Northamptonshire
Inspection number	10235768
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Middleton, near Market Harborough in Leicestershire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector
Ann Carter

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 inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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