

Childminder report

Inspection date:

5 December 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 quickly settle and become engrossed in activities of their choice. They confidently explore the well-planned and well-resourced setting. Children access the mark-making table and draw pictures of their friends and the childminder. They share their drawings with pride, showing that they feel happy, safe and secure.

Children are keen learners who happily engage in the activities and interesting experiences the childminder provides. They have a positive attitude towards learning and particularly enjoy pretend play. The childminder supports this well by joining in with the children and encouraging their imaginative skills. For example, children select a variety of wooden fruit as they pretend to make smoothies. Children offer these to the childminder saying, 'smoothies are delicious.'

The childminder has high expectations for children's behaviour and acts as a good role model. She offers lots of praise when they are helpful and kind, such as when older children offer the babies their water at snack time. Children respond well to the praise, which supports their well-being. They play happily together, showing cooperation and respect as they take turns. Children have access to an array of books that they select throughout the day. Babies delight as the childminder enthusiastically reads a story. They copy animal sounds and name animals as they lift the flaps. Children take books home to share with their families, helping them to develop a love of books.

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

- The highly-qualified and experienced childminder has a sound understanding of child development. Through regular observation and assessment, she knows how to support children to move them on to the next stage in their learning. She uses children's interests and information gathered from parents to ensure she provides exciting and interesting activities that engage children. This supports all children to make good progress from their starting points.
- Since the COVID-19 pandemic, the childminder has emphasised supporting children's social development. She ensures children have plenty of opportunities to spend time in their local community. For example, children visit playgroups, parks and the library. Children visit some horses and the childminder introduces them to the owner, who helps them learn about caring for animals. This furthers children's knowledge of the world.
- Children choose activities that interest them. This helps them to remain engaged for longer. The childminder has a good knowledge of children's abilities and what she wants them to learn. However, the childminder does not always use children's self-chosen activities to focus on their individual learning needs. For example, the childminder does not always include and support children's next

steps during spontaneous play.

- Children are supported extremely well to develop their communication and language skills. The childminder's interactions support children's language development particularly well. She repeats phrases back to children and weaves new words into conversations with them. For example, babies copy words such as 'pop' and 'click' while exploring construction toys. In addition, the childminder skilfully uses simple sign language throughout the day. Children learn new words quickly and chat happily while they play.
- Healthy attitudes towards food are developed as children attend weekly cookery classes. They experience different foods and use their senses to explore as they feel, taste and smell ingredients. This supports children who eat a limited diet to expand their food choices and eat healthy well-balanced meals.
- Children's physical development is well supported as they regularly attend music and movement groups. They learn to climb and balance as they use large play equipment at the park. Children also benefit from fresh air and exploring nature as they take walks through the forest.
- Children's independence is well supported by the childminder. They access water bottles for themselves and their friends and use a tissue to wipe their noses when needed. They are developing good hygiene practices as they regularly wash their hands and cover their mouths when coughing.
- Parents report that they are happy with all aspects of the care and learning the childminder provides. They say their children make very good progress and have developed their confidence since attending.
- The passionate childminder regularly reflects on her practice and continually seeks ways to improve. She regularly takes part in online training to continue her professional development further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She knows the different types of abuse and understands the signs extremely well. The childminder has a strong understanding of a range of safeguarding concerns, including female genital mutilation and children exposed to radical views. She knows the procedure to follow if an accusation is made against herself or a member of her household. The childminder carries out regular a risk assessment of her home and garden to ensure the safety of the children. The childminder effectively teaches children about safety. For example, children learn about road safety during outings.

What does the setting need to do to improve?

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

- strengthen the support offered to children during child-led activities, to incorporate their next steps of learning.

Setting details

Unique reference number	EY447184
Local authority	West Northamptonshire
Inspection number	10235786
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in Northampton. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 6.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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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