

# Childminder report

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Inspection date: 18 October 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm, stimulating and nurturing environment for children. She forms close relationships with children and takes her time to get to know all their individual needs, and she meets these well. This helps children to feel safe and secure. The childminder arranges the play environment to enable children to access the resources and lead their own play and learning. For example, children happily navigate their way around the setting as some choose to play with play dough while others choose a fishing game.

The childminder recognises that some children prefer to learn outside. She provides a sheltered outdoor space that can be used all year round. Outside, children are keen to explore and become engrossed in water play. The childminder supports children's mathematical development as she helps them to understand quantities as they fill and empty containers. Children benefit from daily outings that complement their time in the childminder's home. These include weekly outings, such as swimming, messy play sessions and visits to soft-play areas, which supports children's physical development and social interaction.

The childminder has high expectations for children's behaviour. She encourages children to listen and uses routines to help children learn how to follow instructions. For example, children learn to wash their hands before snack time and to sit at the table at mealtimes. Children are praised and encouraged for their efforts, which supports their self-esteem.

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

- The childminder has developed a curriculum that supports children to make progress across all areas of learning. She plans activities and experiences that children enjoy and engage in. However, the childminder does not always recognise and respond to children's emerging interests quickly enough to further extend their learning.
- Children make good progress from their starting points. The childminder uses observations and assessments of children's development to help her support their continual progress. She identifies gaps in learning and plans activities to build on what they know and can do. For instance, the childminder encourages older children to develop their early writing skills as they make marks with coloured pens and use tools effectively.
- The childminder uses a mix of child-led and adult-led activities. She plans activities with clear intent that children happily engage in. However, during child-led play, the childminder does not model ideas to encourage children to try something new. At times, this can prevent children from developing new skills.
- Children with special educational needs and/or disabilities (SEND) are supported

well. The childminder works closely with parents and local authority advisers to help meet children's needs. She understands how to adapt her teaching to support children with SEND. For example, she modifies activities to ensure that all children are included.

- The childminder promotes children's speech and language well. She reads stories, sings songs and talks to children as they play. She has recently incorporated simple sign language and uses visual aids to help further support children's early communication. As a result, non-verbal children continuously see and hear language to help promote their understanding and developing vocabulary.
- The childminder develops good partnerships with parents. Parents say they are very happy with the care and learning their children receive while in the childminder's care. They say they are supported well by the childminder, who offers useful advice on subjects such as sleeping and potty training. Parents say that their children love being in the childminder's setting.
- The childminder helps children to learn about keeping healthy. She encourages them to follow regular routines to help them understand when to wash their hands and talks to them about germs. Children choose from a range of fruits for snacks and help themselves to water throughout the day. Children are physically active as they take part in music-and-movement groups and enjoy daily outings.
- The childminder keeps all mandatory training up to date, such as paediatric first aid and safeguarding. She regularly evaluates her practice and identifies areas of professional development. For example, she has recently completed a course to help her offer additional support for children with autism.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of her role and responsibility to help keep children safe. She has a robust system for recording any concerns she may have. The childminder recognises the signs that indicate a child may be at risk of harm. She is aware of the external agencies she can contact should she need support regarding a child's welfare. The childminder is aware of how to manage and report allegations made against herself or a household member. She provides a safe and secure environment for children to play and learn.

## What does the setting need to do to improve?

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

- respond to children's emerging interests to build on and further extend their learning
- strengthen interactions with children to further their interest in a wider range of learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY448912                                                                          |
| <b>Local authority</b>                             | North Northamptonshire                                                            |
| <b>Inspection number</b>                           | 10300953                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 19 January 2018                                                                   |

## Information about this early years setting

The childminder registered in 2012 and lives in Rushden, Northamptonshire. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 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 how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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