

Childminder report

Inspection date: 14 October 2019

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 develop a range of physical skills. For example, they demonstrate strength in their hand muscles as they grip pipettes and squeeze them to draw up the water. They show creative imaginations as they crawl around in circles on the floor pretending to be turtles. The childminder enhances their play and learning as he chats to them about where turtles live and what they look like. Children tell him that turtles live 'under the water', and they show him how they swim using their arms as flippers.

Children are happy, confident and secure in their environment. They show a real love of books and reading. For example, they sit on the childminder's lap and listen with interest as he reads them a story. Children take turns to turn the pages and predict what will happen next. The childminder introduces children to new words and extends their vocabulary.

Children make good progress across all areas of their learning and development. The childminder is ambitious for children's future learning and he plans interesting experiences that ignite their curiosity. For example, children recall when they watched the combine harvester cut the wheat in the field next door. The children were amazed to learn that their breakfast cereal is made from wheat.

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

- The childminder demonstrates a good understanding of how children learn and develop. He provides children with high-quality experiences and gets involved in their play. Children thoroughly enjoy engaging in role play. For example, they sort out clothes to put in the toy washing machine and pretend to buy things in their pretend shop. The childminder asks them questions, such as how much the items cost. He models good language skills to encourage children's speech development. For example, he uses simple words that children repeat.
- Children establish strong attachments to the childminder and his co-childminder. Their calm and caring natures help children to settle quickly. Children really enjoy rough and tumble play with the childminder. For example, they laugh and squeal with delight as they chase around after bubbles and try to burst them. They pretend to trip over and fall into the childminder's lap laughing.
- The childminder promotes children's mathematical development well. He weaves mathematics through their play and encourages children to count and to use mathematical language to describe shape and size. For example, he asks children if they can catch the 'big bubble up high' and the 'small bubble down low'. Overall, the quality of the childminder's teaching is good. However, he occasionally misses opportunities during planned activities to follow children's ideas and extend their learning even further.

- Children follow good hygiene routines, such as washing their hands independently after messy play. The childminder provides the right amount of support to encourage children to become independent in their self-care skills. He provides children with lots of praise when they learn to take care of their own toileting needs.
- The childminder encourages parents to share information about children's learning at home. He provides parents with regular updates on their children's progress and the activities they have enjoyed taking part in. Parents comment on how their children have taken 'a real shine' to the childminder and his co-childminder. They state how the childminders are enthusiastic and provide a high quality of education and care for their children.
- Children's behaviour is good. They demonstrate that they understand rules and boundaries. For example, they learn that it is kind to share their toys with their friends. Children play well together and display a positive attitude towards their learning. The childminder interacts well with the children and supports them to be respectful towards one another.
- Children are provided with experiences that they are not provided with elsewhere. For example, they enjoy going for nature walks and exploring most days. Children recall seeing squirrels and horses on their last walk.
- The childminder reflects on his practice to help him to develop his skills further. However, he does not target his continued professional development precisely enough to help raise the quality of his teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of his role and responsibility with regard to keeping children safe and protected from potential harm. He demonstrates a good knowledge of child protection issues and the signs and symptoms that could indicate a child is at risk of harm. He is aware of who to contact to report his concerns about a child's safety or well-being. He keeps his knowledge and skills up to date through regular training. The childminder ensures his home and garden are safe and secure for children to play.

What does the setting need to do to improve?

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

- adapt teaching and make the most of opportunities that arise to build on children individual ideas and skills and promote their learning to the highest level
- strengthen the plans for professional development to help raise the quality of teaching, knowledge and skills to an even higher level.

Setting details

Unique reference number	EY453575
Local authority	Northamptonshire
Inspection number	10075284
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Rushden, Northamptonshire. He operates all year round, Monday to Friday from 6am to 6pm, except for family holidays. The childminder works with a co-childminder.

Information about this inspection

Inspector

Linda Newcombe

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. She had a tour of the premises with the childminder.
- The inspector completed a joint evaluation of an activity with the childminder and spoke with children during the inspection.
- The inspector held a number of discussions with the childminder and his co-childminder. She looked at relevant documentation and evidence of the suitability of persons working and living in the household.
- The inspector took account of the views of parents from feedback provided by the childminder for the inspection.

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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