

Childminder report

Inspection date: 31 August 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children arrive happily to the childminder's home. They separate quickly from their parents and settle into their play. Children develop a close and caring relationship with the childminder. They demonstrate how they enjoy her company as they talk about their interests and involve her in their games. For example, they discuss the 'blue moon' and build 'Mars rovers' from construction toys. Children develop a good understanding of the natural world as they confidently tell visitors about the caterpillars they found in the garden. They show a keen interest in the caterpillar's life cycle and say, 'It eats the plants, cocoons and then is a butterfly.'

Children thoroughly enjoy their outdoor play. They experience the local community with the childminder as they visit nearby parks and woods. Children grow in confidence as they master balancing beams and playground equipment. They enjoy using the additional resources that the childminder has provided, such as beanbags and hula hoops, to practise their throwing and catching skills. Children benefit from the local childminding community, which helps to widen their social experiences and to form new friendships. Children play cooperatively with their peers. The childminder supports children to manage conflict through gentle support and encouragement. Children learn to recognise and express how they are feeling. As a result, children's behaviour is good.

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

- The childminder delivers a broad curriculum that incorporates children's interests and learning needs. Play opportunities span all areas of learning and as a result, children make good progress in each area of development.
- The childminder knows children in her care extremely well. She monitors their development progress and discusses how she and parents can work together to support this consistently. The childminder completes detailed progress checks on children aged between two and three years.
- The childminder is reflective and keen to continue her professional development. For example, she is currently training to expand her knowledge of special educational needs and/or disabilities to ensure that she provides high-quality care for all children.
- Children's communication and language skills are a high priority for the childminder. She enables children to widen their vocabulary through regular book reading and singing. For example, children are immersed in interactive stories told to them by the childminder. They giggle with delight as they help tell the story by using puppets and props. Children recall favourite phrases from books that they enjoy. Consequently, children are confident communicators.
- The importance of healthy lifestyles is promoted well by the childminder. For example, children learn about good oral health through activities and

experiences. The childminder encourages children to wash their hands to get rid of germs and to drink plenty of water.

- Generally, the childminder's curriculum promotes children's independence well. For example, children learn to use the toilet independently and to put on their own shoes. However, the childminder does not always consistently challenge children to practise things for themselves, such as pouring their drinks or opening their own food packets at lunchtime. This limits the opportunities for children to further develop their independence and self-help skills.
- The childminder enables children to develop knowledge and skills to support their future learning in mathematics and literacy. For example, she provides activities, such as malleable dough, to help children to strengthen their hand and arm muscles in preparation for early writing. The childminder weaves mathematical concepts into their play, such as counting and recognising shapes.
- Children learn to discover their differences and similarities with others through simple and understandable concepts. For example, the childminder encourages children to discuss their favourite colours. This encourages children to value others' opinions and thoughts.
- Parents are extremely positive about the care their children receive with the childminder. They recognise the developmental progress their children have made since starting, in particular their speech and language development. Parents feel well informed of their children's time at the childminder's through effective communication methods. This helps them to feel reassured of their children's safety and happiness. Parents are pleased that the childminder 'embraces and celebrates special events at the setting with my child'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of a wide range of safeguarding and child protection issues. She is proactive in learning about local safeguarding concerns, which she takes into consideration within her own practice and setting. The childminder keeps her knowledge of safeguarding current through regular training and research. She completes risk assessments and daily checks to ensure that her home is safe and suitable for children. The childminder is confident to follow safeguarding policies and procedures if she had a concern for a child's welfare. She is trained in paediatric first aid. This means that children's well-being and safety are assured.

What does the setting need to do to improve?

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

- encourage children to do even more for themselves to further support their growing independence, in preparation for their next stage of development.

Setting details

Unique reference number	EY453932
Local authority	North Northamptonshire
Inspection number	10289232
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	0 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in Rushden, Northamptonshire. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachael Small

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 have taken that into account in their evaluation of the provision.
- The childminder took the inspector on a learning walk, and they discussed how the provision is organised. They discussed how the curriculum is planned, delivered and the outcomes for children.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the children and the childminder at appropriate times during the inspection. She observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- A sample of relevant documentation was viewed by the inspector, including accident records and insurance certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023