

Childminder report

Inspection date: 12 January 2024

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 enjoy their time with the childminder and her assistant. They are happy to engage in adult-led activities that help them to understand how to keep themselves safe. For example, topics such as 'people who help us' are introduced. These include teaching the children how to evacuate the setting as part of the fire drill procedure. Children do this calmly and confidently with the childminder and her assistant.

Children demonstrate a positive attitude to their learning. They extend play for themselves while including the childminder and her assistant in their ongoing conversations, which flow naturally and easily. For example, when playing with dolls, one child states it is their birthday. The assistant spends time with the child. They wrap pretend presents in blankets while they chat about finding a cake and singing 'Happy Birthday'.

Children's behaviour is good. They use manners as part of their daily conversation, and the childminder leads by example, saying 'please' and 'thank you' as part of her interactions throughout the day. Children learn to share resources. The childminder reminds them of this on occasion, and they willingly pass resources to their friends. This helps the children to develop their social and emotional skills.

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

- The childminder has an ambitious vision: to develop her curriculum intent further. For example, children currently experience visits to a local care home. The childminder expresses the intention of visiting historic buildings to further develop children's knowledge of the world.
- The childminder and her assistant demonstrate a secure knowledge of the children they care for. They understand their developmental starting points and where they are currently in their development. The childminder shares this information with the parents, who report that they receive regular updates.
- Children develop their communication and language as they listen to stories and join discussions as they play. The childminder encourages them to talk about their favourite activities. Children are praised for their skills when completing jigsaws and asked if they have some at home. Children share that they have 'got loads at home.'
- The childminder and her assistant generally encourage the children's independence during daily activities. For example, children take their unfinished food to the bin and dispose of it themselves. However, on other occasions, the childminder does things for children that they could learn to do for themselves.
- Overall, the childminder and her assistant interact well with the children. They engage in consistent, positive exchanges and are led by the children's interests.

For example, during imaginative play, the childminder pretends to use a calculator to add up the cost of a basket of fruit and vegetables and chats to children about how much the items might cost. However, the childminder sometimes intervenes too quickly before allowing children the time and space to select items and develop their own play ideas.

- The childminder actively seeks feedback from parents that enables her to adapt practice where appropriate. For example, a parent commented that they would like more information on the childminder's learning themes so they can strengthen the link between learning in the setting and home. The childminder now shares this information with parents.
- The childminder uses self-reflection to inform her practice and that of her assistant. She ensures they access appropriate professional courses to receive updates. This helps them in their role in meeting the needs of the children.
- The childminder and her assistant gather age-appropriate feedback from children regarding their favourite resources and activities. For example, children record a mark against smiley faces and are invited to make comments. Children state, 'I love it because there are so many toys, and my best friend is here.'
- The childminder and her assistant have developed good partnerships with parents. They talk to them daily about children's achievements and seek further information about children's learning at home. The childminder shares regular updates via messages online. Photos and other details are shared, such as details about nappy changing and the food children consume. Parents state that they find this information useful.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 complete more tasks independently, to help challenge their existing skills
- provide children with sufficient time to help them extend and adapt their play ideas and further develop their creativity.

Setting details

Unique reference number	EY467604
Local authority	North Northamptonshire
Inspection number	10305394
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 4
Total number of places	16
Number of children on roll	16
Date of previous inspection	20 February 2018

Information about this early years setting

The childminder registered in 2013 and is located in Kettering. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector
Julie Addison

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 shared a range of documentation, such as evidence of continuing professional development and paediatric first-aid qualifications.
- The inspector and the childminder completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- The inspector held discussions with the childminder and her assistant throughout the inspection and discussed how the setting is managed.
- The inspector read written feedback from parents and took account of their views.
- The inspector spoke to a parent over the telephone.

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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