

Childminder report

Inspection date: 28 February 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 know the routine that is embedded by the childminder when they arrive at her home. This includes children taking off their shoes and coats and putting them in the allocated place. This shows that children feel secure in her home. Children are given time to talk about what they are doing in their play, receiving respect for their thoughts and ideas. They are able to identify problems for themselves and are supported to solve them. For example, when children use flour to make a pretend sandcastle, they identify that it does not work because they have put too much flour into the container. The childminder acknowledges children's thoughts and asks them what they can do differently next time.

Children are shown how to use tools to help promote their safety. They use knives safely to cut up strawberries at snack time. Children learn about road safety when they walk with the childminder in the street. The childminder reminds them to stop, look and listen before identifying when it is safe to cross the road. Children are supported to learn how to share, receiving praise, such as 'good sharing', when they pass toys to others. Older children begin to recognise how they can behave well. When they take it in turns to hide their friend's hands in flour, they say, 'I can help you guys, we are a good teamwork.'

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

- The childminder gathers information from parents about their child's prior learning when they first start. She uses this, along with her observations and assessments, to help identify children's interests and what they need to learn next. This includes extending children's knowledge of space. For example, when children share their knowledge of an astronaut with the childminder, they are supported to understand what the equipment they use is for, such as to help them breathe when they are in space.
- Since the COVID-19 pandemic, the childminder identifies that some children need support to develop their social skills. To help close these gaps in learning, she takes children to groups where they join in gymnastics and physical activities, beginning to make friendships and interact with others.
- The childminder attends training courses to help develop her knowledge of how to follow children's interests to help maintain their focus and attention during planned activities. For example, children engage in planned activities for a long time, showing focus and concentration when they play with flour. This contributes to children learning skills for their move on to school.
- The childminder reflects on her practice and identifies ways to build on opportunities for children. This includes moving her playroom to a different room in her house. The new room provides more space for children to play and independently select toys and resources to promote their interests.

- Overall, the childminder supports children's communication skills well. For instance, she asks children questions to encourage their thinking skills. However, occasionally, the childminder does not name objects correctly. This does not fully support their early understanding of words. For example, she says 'doggy' for 'dog', 'dollies' for 'dolls' and 'birdies' for 'birds'.
- Children are encouraged to be independent, such as to put on their coat by themselves. They lay their coat on the floor and tell visitors that it is a 'magic coat' as they show what they have learned. Children put their arms in and flip the coat over their heads. The childminder provides a step for children to wash their hands on their own. She sings a song to children to try to make this a fun activity and to ensure they wash them thoroughly. This contributes to children following good hygiene routines.
- The childminder has rules and boundaries in place in her home. She reinforces these during children's play, such as to be kind to one another and to use good manners at mealtimes. This helps children to understand what is expected of them.
- Parents like that the childminder offers their children a home-from-home environment. The childminder talks to parents daily about activities their children enjoy. She shares photos with them and helps them to understand how she intends to support their child's development, so they can continue this at home. This helps to provide a united approach to supporting children to progress in their learning.

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:

- use the correct name for objects to support children's understanding of words.

Setting details

Unique reference number	EY468245
Local authority	West Northamptonshire
Inspection number	10312379
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 April 2018

Information about this early years setting

The childminder registered in 2013 and lives in Brackley, Northamptonshire. She operates during term time, from 7am until 6pm on Tuesdays, Wednesdays and Thursdays, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Hayley Ruane

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 and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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