

Childminder report

Inspection date:

5 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing environment and develop positive attitudes to learning. The childminder uses the information she gathers about children's learning to design a focused curriculum specific to their learning styles and stages of development. Children flourish from the exceptional teaching and interactions they receive from the childminder. They develop secure attachments with the childminder and seek her out to share their experiences and achievements.

Children make connections in their learning. For example, as they share books with the childminder, they recognise which sea creature has eight tentacles and confidently identify it as an 'octopus'. Children develop their understanding and recognition of numbers. The childminder uses the daily walk to and from school to help children locate and name the numbers they see on doors and car number plates. Children show a sense of pride in sharing their acquired mathematical knowledge as they recall spotting the 'big number 20' that morning. The childminder consistently models her behavioural expectations. She skilfully encourages children to negotiate, share and take turns as they build on the positive behaviour they have learned. Children learn to treat others with genuine kindness and consideration. They are becoming supportive of each other and are learning to behave exceptionally well.

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

- The childminder carefully monitors children's learning and identifies any gaps that require further support. For example, she recognises that children need additional help to develop speech and language, so she actively focuses on communication, pronunciation and understanding the spoken word. The childminder encourages the children to ask questions and offers careful explanations. For example, when curious children ask the childminder about ladybirds, she explains that they eat aphids and introduces new words to describe their size, such as 'minute'. Children respond by sharing what they already know, saying they might need a magnifying glass to see them. These conversations help children link their previous learning and understanding to new situations.
- The childminder follows the children's interests and tailors activities and her support to focus on what they need to learn next. Children have recently shown an interest in pirates. The childminder uses this interest to support their love of books and early literacy skills. For example, children concentrate and listen as they join in stories about pirates, dressing up and using props such as maps. The childminder encourages their imagination as she adds movement to the story, involving children in acting out being in a storm on a ship and encouraging them to move from side to side to represent the effects of a storm. Children

learn to discuss the illustrations and share how the characters could be feeling. Children recall familiar characters and begin to recognise rhyming and sound patterns.

- The childminder supports understanding of the world and uses daily walks to help children learn about nature. For example, children recall a recent walk where they found a spider in its web, which had morning dew on it. They enthusiastically show visitors the stick insects they care for and explain that they watched them grow from eggs. The childminder further supports their learning as children hold the stick insects and are encouraged to recall what they eat and where they live. Children build on their understanding as the childminder introduces new vocabulary, such as 'camouflage' and 'antennae'. The childminder skilfully embeds and builds on the children's existing knowledge and understanding.
- The childminder is passionate about her role. She reflects on her practice and uses external agencies to help further support children in her care. For example, she develops professional relationships with local health visitors and staff who work with children in other settings. Health visitors have attended the setting to support children in a familiar environment. These connections ensure her understanding and support for children's development and health needs. This cross-agency work helps to ensure that children have the best possible outcomes.
- Children develop new skills and knowledge as they grow fruits and vegetables in the childminder's garden and visit local community gardens where they meet other children and join in outdoor activities. Children learn how things grow as the childminder talks about the seeds they find inside a passion fruit. The childminder discusses cold and warm climates as she talks to children about the environment in which different fruits are grown. Children readily associate that the sun would help to make it 'ripe'. Children's understanding is extended exceptionally well as the childminder implements an exciting curriculum and excellent teaching skills.
- Parent partnerships are effective. The childminder regularly shares updates on children's progress and achievements. Parents state that this information enables them to contribute to their child's learning at home. They appreciate the childminder's approach and praise how she treats their children with 'love and compassion'. Parents value the wealth of advice and support the childminder provides. For example, the childminder actively supported parents who struggled to locate dentists for their children to visit.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY472446
Local authority	North Northamptonshire
Inspection number	10360003
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 10
Total number of places	12
Number of children on roll	11
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2014 and lives in Stanwick, near Wellingborough, Northamptonshire. She opens Monday to Thursday, all year round. Sessions are from 8am until 5pm. The childminder provides government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Emma Serdet

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, both indoors and outdoors. and assessed the impact this was having on children's learning.
- Parents shared their written views of the childminder with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector carried out a joint observation of a group activity with the childminder.

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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