

Childminder report

Inspection date:

26 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted at the door upon arrival at this home-from-home setting. They are excited to see their friends as they select toys and quickly settle down to play. Children have developed exceptionally warm and secure relationships with the childminder and her assistant, showing they feel happy and safe, as they snuggle in for cuddles. Children show a positive attitude to learning as they enthusiastically tidy away toys in anticipation for the next activity. Older children become engrossed as they dab paint with cotton buds, while babies explore the paint with their fingers. Children name the colours of the paint. As they mix it together, they notice it changing colour. The childminder picks up on the children's interest and supports them to identify the new colours they have created.

Children are encouraged to develop independence skills. For instance, older children are supported to attend to their own toileting needs, including washing their own hands once finished. Younger children are taught to wipe their hands after eating and to drink from an open-top cup. Children enjoy playing in the outdoor area benefiting from fresh air and space to run. Older children climb the ladder to the slide and make their way down the other side. They develop spatial awareness as they confidently ride balance bicycles. The childminder supports all children to consider risks as she reminds them to be aware of their surroundings.

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

- The childminder plans a child-led curriculum. She knows children well and has a good understanding of their interests and what they need to learn next. The childminder plans activities and experiences which are tailored to meet children's individual needs. For example, she follows children's interest in farm animals. Younger children enjoy participating in an animal-sound game, and confidently make animal noises as they recognise different animals.
- The childminder understands the importance of an effective settling-in process. She recognises this provides opportunity for her to find out about the children's home lives, daily routines, and preferences. She uses this information to help support children's smooth transition into her care and to enhance their sense of belonging.
- Children enjoy singing familiar songs and enthusiastically copy the actions as they sing. Children with English as additional language benefit from the childminder being bilingual. They enjoy singing songs in English as well as in their home language. This helps children to progress well in their communication and language.
- The childminder is keen to teach children about the importance of leading a healthy lifestyle. She provides children with a range of nutritious and healthy home-cooked meals and introduces children to different fruits and vegetables.

Children are taught about the importance of good oral health and practice brushing their teeth in the mornings, which promotes children's understanding of healthy lifestyles.

- Partnerships with parents are very good. The childminder works closely with them to settle new children into her care. She speaks with parents each day to share information about what children are learning. However, while the childminder has good links with parents, she does not yet share information about children's development with other early years settings children also attend.
- The childminder is a good role model and has high expectations of children's behaviour. Children follow the childminder's instructions and show pride in their achievements. They behave well and develop an understanding of sharing and turn taking as they play group games.
- The childminder and her assistant access online training and ensure mandatory training, such as paediatric first aid and safeguarding, is up to date. However, the childminder has not yet considered her professional development to further enhance her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their safeguarding role and responsibility to protect children in their care. The childminder knows about the risks that children may face, such as being exposed to domestic abuse or extreme views. She recognises signs that could indicate a child is at risk of harm and understand the procedures to follow to report her concerns. The childminder knows who to contact in the event of an allegation being made against herself, her assistant or a household member. The childminder has robust fire evacuation procedures in place and carries out risk assessments to ensure her indoor and outdoor provision are safe.

What does the setting need to do to improve?

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

- implement a focused professional development programme that enhances knowledge and skills specifically targeted to further improve learning outcomes for children
- develop a more consistent approach to sharing information about children's development with other early years settings the children also attend.

Setting details

Unique reference number	EY477234
Local authority	West Northamptonshire
Inspection number	10236362
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Northampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Charmaine Cayton

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 provision.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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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