

Childminder report

Inspection date: 1 April 2022

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 settle well in the home-from-home environment the childminder creates. They benefit from having a strong relationship with the childminder, who knows them very well. This helps children feel safe and secure. Children are curious during play and happily explore the environment, taking part in activities to develop their next stages in learning. For example, they spend time thinking and trying ways to move a ride-in car down a hill in the garden. The children persevere with steering and discover how to slow themselves down by using their feet on the floor.

Children's behaviour is good. Three-year-old children share well with their friends. When building with construction materials, they show an awareness of making sure their friends have enough space to play. Children negotiate roles together, deciding who will build the walls of the house and who will build the roof.

Children are encouraged to develop a healthy lifestyle by the childminder. At snack time, they tuck into a range of different fruits. They talk about the foods they enjoy and those they do not like as much. Children learn about the importance of good oral health. They talk with the childminder about visiting the dentist. Children use toothbrushes and toy models of teeth to practise brushing their teeth to keep them healthy.

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

- The childminder provides opportunities for children to play outside everyday. Children benefit from visiting places in the local community they may not experience elsewhere, such as parks and green spaces. They access large scale apparatus at the local park and explore climbing and moving in different ways. This helps them to develop their large physical skills.
- The childminder helps children to find out about the world around them. She supports children to take an active part in recycling. They sort the recycling into plastics and cardboard to put them into the correct bin. Children excitedly wait for the refuse collectors to arrive to collect the recycling. They explain to visitors that they try not to use too much plastic, so it helps the world around them.
- The childminder recognises that over the COVID-19 pandemic, children have not had the opportunity to visit local playgroups. Each week, children now go to different groups to develop their social skills. The childminder recognises this means children have the chance to play as part of a larger group. Children develop friendships with children of similar ages to themselves.
- At times, the childminder encourages children to be independent. For example, children access a well-organised garden, where they make choices about which resources to use. However, at other times of the day, such as snack time and

tidy-up time, independence is not always promoted as well. Children, sometimes, wander off and are not sure what they are supposed to do.

- The childminder is aware of the importance of children having access to a range of books. She reads stories to children throughout the day. Children listen intently as she reads the story of 'We're Going on a Bear Hunt'. They join in with the repeated parts of the book, such as moving through the 'long, wavy grass'.
- The childminder recognises when children are happily leading their own play and it is appropriate for her to just observe them. She asks children questions to extend their learning. Occasionally, though, the childminder does not allow children enough time to consider their response before she moves on.
- The childminder establishes positive relationships with parents. Parents comment they feel well informed about their children's progress. The childminder provides ideas on how they can support children at home. Parents say if their children attend other settings, communication between the setting and the childminder is good. This supports a consistent approach to children's learning and development.
- The childminder is reflective and says she always wants to improve. Since her last inspection, she has undertaken a range of training opportunities. This has had a positive impact on children's experiences. For example, as a result of training, she now provides a wider variety of opportunities for children to learn outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding issues. She accesses a range of training each year, so her safeguarding knowledge is up to date. This includes training about safeguarding issues such as female genital mutilation. The childminder understands the signs and symptoms of children being subjected to extreme views and behaviours. She knows who to report her concerns to. The childminder completes risk assessments of her home to ensure any risks are removed. She understands how to keep children safe on outings, supervising them and considering road safety procedures.

What does the setting need to do to improve?

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

- strengthen the organisation of routine times of the day, such as snack time and tidy-up time, so all children know what to do and can develop their independence even further
- give children more time to respond to questions, before moving on.

Setting details

Unique reference number	EY477607
Local authority	West Northamptonshire
Inspection number	10071783
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 November 2015

Information about this early years setting

The childminder registered in 2014. She lives in Wootton, Northampton. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector viewed written feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request, including evidence to demonstrate the suitability of household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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