

Childminder report

Inspection date: 28 November 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 are warmly greeted by the childminder and her assistant. They are settled and show they feel safe and secure in the childminder's care. Her well-resourced setting gives children the opportunity to make choices in their play. For example, children know where to find favourite toys as they use the labels on boxes as prompts about a box's contents. This helps children to develop a sense of belonging and gain confidence.

Children become excited when planned activities are offered. They are eager to take part, showing a positive attitude to learning. The childminder skilfully helps children to use scissors as they explore at the craft table. They freely create decorations using a variety of materials that support the development of their fine motor skills. Children enjoy what they do as they happily sing along to an action song, singing, 'I like to roll it roll it,' as they roll dough flat.

Outside, children climb on equipment and walk along balance beams, practising their large-muscle skills. They use chalks to make marks on chalk boards as they practise writing. The childminder supports them to explore their marks further by providing paint brushes and water to trace over the chalk. Children explore the colours as they mix. They clean the board with a cloth so they can, 'do it again.' This helps children to develop the skills they will need for their future learning.

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

- Children make progress in their development. The childminder provides a broad curriculum that covers all seven areas of learning. She follows the children's leads and interests when planning activities. She fully understands what they need to learn next and provides activities that excite and engage children.
- The childminder knows children and their families well. The childminder quickly identifies children who may need additional support. She works with other professionals to help to meet children's needs. She has a good understanding of children with special educational needs and/or disabilities. She works closely with parents when referrals to external agencies are made and adapts her practice to support children's individual needs.
- The childminder and her assistant support children's speech and language development well. Children who speak English as an additional language are well supported and make good progress in their learning. The childminder is bilingual and interchangeably speaks to children in English and Polish to support their language development.
- Children enjoy visits to the library and listen well to stories. The childminder has a variety of books that are fiction and non-fiction. However, young children cannot freely access books throughout the day to further their interest in

reading.

- Children have a good understanding of the daily routine. For example, they tidy away toys before lunch, and hang coats up and wash hands when returning from outside play. This supports children to develop their independence.
- Mathematics is woven into all aspects of play as, for example, children compare the length, size and shape of their dough creations. They count out beads and match them to number cards, recognising numbers of significance saying, 'that is three, I am three.'
- Children are supported to develop a healthy lifestyle. For example, the children enjoy making fruit and vegetable smoothies, which they enjoy for breakfast. They have daily opportunities to explore the outdoors and learn about the world around them. They often visit the park and the library to get to know their local community.
- Relationships with parents are very good. The childminder works closely with them to support their children's development. She uses an online system that parents can access to find out about their child's development. This also includes advice and ideas for home learning. Parents say they feel listened to and involved in their child's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a clear knowledge of the signs and symptoms of potential abuse. This includes recognising extreme views and local issues, such as county lines. She is clear on the action to take should she have a concern about the welfare of a child, or if an accusation is made against herself or her assistant. The childminder has a secure understanding of local safeguarding partnership procedures and updates her safeguarding knowledge regularly. She uses risk assessment effectively to identify and minimise potential risks to children, including those from pets. The childminder provides a secure and safe environment.

What does the setting need to do to improve?

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

- provide children with more access to books, to develop their early literacy and love of reading.

Setting details

Unique reference number	EY479658
Local authority	North Northamptonshire
Inspection number	10236402
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	9
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder registered in 2014 and lives in Kettering. She operates all year round, from 5.30am to 6.30pm, Monday to Friday. The childminder works with an assistant. The childminder provides funded early education places.

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 childminder.
- 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 spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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