

Childminder report

Inspection date: 23 March 2023

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 greeted warmly by the childminder as they arrive. They settle quickly and independently access resources of their choosing in the childminder's home. Children are kind to each other. The childminder praises them when they share coloured chalks and explains they have made their friends feel happy. Children explain to visitors to the setting how they have all worked together to make bunting ready for Easter. They proudly explain which piece of bunting is theirs and which belongs to their friends. This helps children to have a sense of belonging.

The childminder has high expectations for children's behaviour. On the rare occasions children throw toys, she promptly reminds them not to throw and asks them to pick the object they have thrown up. She quickly praises children for displaying positive behaviour. From a young age, children are very polite. Two-year-old children say 'please' and 'thank you' as part of everyday conversation.

Children show determination and a positive attitude during activities. They persevere for sustained periods when trying to peel the back off stickers to add to their pictures. The childminder has a secure knowledge of what she wants children to learn and why. She explains this activity develops children's fine motor skills.

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

- The childminder provides children with opportunities to care for animals, which they do not have at home. Children excitedly share with visitors that they care for the pet tortoise, cat, guinea pigs and rabbits. They explain how they help prepare the tortoise's food and give him a bath to keep his shell healthy.
- The childminder is enthusiastic about her role and shows a positive attitude to continuing to develop her practice. She attends online training and has links with other childminders to develop her knowledge and share ideas. The childminder can identify ways she would like to improve even further, such as accessing more training about the curriculum.
- The childminder has an accurate understanding of children's development. She plans activities to consolidate what children already know and to build on their learning. The childminder is skilled at adapting activities according to the needs of the children she is caring for. For example, two-year-old children learn to identify the colours of blocks in a tower. The childminder introduces mathematical language to three-year-old children, such as 'tall' and 'short'.
- The childminder supports children to be active and develop a healthy lifestyle. Children run around and are energetic in the garden. They confidently climb the steps to the slide and understand they need to sit down when they get to the top ready to slide down. Three-year-old children pedal bicycles and steer around obstacles. The childminder regularly takes children to local parks and woods to

explore the outdoors.

- The childminder interacts with children throughout the day. She has strong relationships with children and clearly knows them very well as individuals. The childminder asks children thoughtful questions to assess and extend their knowledge and understanding. However, at times, she is so enthusiastic that she does not always give children enough time to respond to her questions before moving on.
- Older children are mostly independent. They make good attempts at opening tricky water bottles and putting wellington boots on. However, the childminder often steps in too quickly and helps younger children with tasks, such as taking their shoes off and putting their coats on. This means younger children do not always have the chance to have a go at learning to do these tasks themselves.
- Parents are complimentary about the care the childminder provides. They comment she is 'nurturing and approachable'. Parents say their children's social skills have developed since she has cared for them. For children who speak English as an additional language, parents comment that the childminder spends time finding out keywords in the languages children speak at home. The childminder also spends time learning how to pronounce words in different languages correctly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure her premises are safe and suitable. She is vigilant in making sure children cannot access pet food and water bowls. When children touch pets, she makes sure children wash their hands thoroughly and use hand sanitiser. The childminder has a secure knowledge of how to safeguard the children in her care. She understands the different signs and symptoms of abuse. The childminder knows who to report her concerns to. She accesses online training to keep her knowledge up to date. The childminder is aware of signs that a child may be at risk from radicalisation and extremism.

What does the setting need to do to improve?

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

- allow children more time to respond to questions before moving on
- promote younger children's independence skills more during routine parts of the day.

Setting details

Unique reference number	EY479785
Local authority	West Northamptonshire
Inspection number	10265094
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 May 2017

Information about this early years setting

The childminder registered in 2014. She lives in Northampton. The childminder operates Monday to Friday, from 7.45am to 6pm, in term time only. She offers funded early education to three-year-olds. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Emily Lofts

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 discussed how the childminder plans their curriculum for children.
- 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector viewed written feedback from parents and took account of their views.
- 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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