

Childminder report

Inspection date: 18 August 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 receive a warm welcome from the childminder as she greets them at the door. Two-year-old children make their own way to the playroom, ready to explore books and games. Babies easily separate from their parents and are handled with care as they arrive, ready to join their friends.

Children are confident with the childminder and are quick to seek her support when they encounter new people. They are keen to show the childminder what they want to do and enjoy including her in their play. Two-year-old children choose to draw at the table and call to the childminder and ask her to sit with them. They pass her paper and crayons and say, 'You draw with me.' Babies enjoy standing at the chalking easel and are learning to balance themselves as they begin to mark make.

Children understand what the childminder expects of them and their behaviour. They are respectful of the childminder and behave well in her home. Children learn to be kind to one another. They are starting to share and help their friends. For example, children explore a dressing-up box together and happily share the selection of necklaces and glasses that they find. They laugh together as they try on different types of sunglasses.

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

- The childminder finds out about children and their experiences at home. She asks parents about their children's individual requirements and collects information about them when they first start. The childminder uses this information to support children to do things they might not be able to do at home. For example, children learn how to care for the two tortoises that live at the childminder's house. Children sit on the patio and enjoy feeding the tortoises salad and watermelon.
- The childminder builds positive relationships with parents and shares information with them about their children's learning. Parents comment that children are always busy and that the childminder supports them to learn and develop new skills. They say that their children are happy and have settled well. Parents feel confident that their children are safe and well cared for by the childminder.
- The childminder uses books, songs and rhymes to develop children's communication and social skills. Children enjoy sitting with the childminder for stories and eagerly clamber onto her lap. They choose freely from a range of books and enjoy exploring the images they see. They recall familiar stories and are keen to look at the pictures alongside the childminder.
- The childminder uses water play to introduce children to early mathematics and problem-solving. For example, in the water tray, children find fruit slices, lemon

juicers, jugs, cups and pipettes. They learn that lemons, limes and oranges have similarities and differences. Children use their hands and a lemon juicer to squeeze juice out of fruit segments. They talk about colours, smells and textures. Children fill and empty containers and learn how to fill and empty the pipette.

- The childminder observes and assesses children as they play. She identifies what children already know and can do and offers activities and experiences that further children's skills and knowledge. However, children are not always supported to practise new skills and develop new vocabulary. For example, as children look through a periscope, the childminder tells them it is a periscope, but she does not encourage them to have a go at pronouncing the word or explain to them what a periscope is.
- Children are generally encouraged to be independent. They are encouraged to manage their own shoes and to practise with fastenings when they play with dressing-up items. Children know where to get a drink from. At lunchtime, they pour their own water from a jug and manage their own lunch boxes. However, children are not always reminded to manage their own self-care, such as blowing their nose and washing their hands.
- The childminder completes training to support her practice and what she plans for children. She recently completed a course on forest school learning. This has supported her to further understand what children can learn from being in the natural world and how she can provide different opportunities as they explore the local countryside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She understands the main types of abuse and how to recognise the signs and symptoms of neglect. The childminder has a suitable safeguarding policy in place and knows who to contact if she has concerns about a child or if she needs advice and guidance. She understands the process to follow should an allegation be made against herself or anyone in her household. The childminder recognises the importance of training and has attended training on the 'Prevent' duty and county lines, which helps her to further support families to keep their children safe.

What does the setting need to do to improve?

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

- strengthen support for children to help them build on the range of words they know and to help further develop their understanding of new experiences
- support children consistently to be independent and manage their own self-care needs.

Setting details

Unique reference number	EY482672
Local authority	North Northamptonshire
Inspection number	10219895
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 8
Total number of places	5
Number of children on roll	16
Date of previous inspection	16 August 2016

Information about this early years setting

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

Information about this inspection

Inspector
Karen Siddons

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 setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the childminder doing activities with the children.
- The inspector read written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation, including evidence of 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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