

Childminder report

Inspection date: 14 October 2019

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 well prepared for their future learning. The childminder has high expectations of what children can achieve. She differentiates her teaching to ensure they receive the right amount of challenge in their learning to build specific skills. Children demonstrate that they feel happy, safe and secure in the childminder's care as they confidently explore the wide range of toys and resources.

Children are independent and capable learners. For example, they know to wash their hands before eating and display positive attitudes to managing their own self-care routines. Children follow instructions and show kindness and respect towards the childminder and the other children. They make good progress in their learning and development.

The childminder provides enrichment opportunities that help to broaden children's experiences. For example, children regularly go swimming with the childminder and enjoy taking part in physical exercise at a local activity centre. Parents speak very highly of the childminder and her co-childminder. They state that they are always welcoming and provide a 'home-from-home' service.

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

- The childminder plans interesting activities that provoke the curiosity of the children. For example, they are enthusiastic to explore foliage and talk about the different leaves and textures. Children concentrate and carefully handle stalks with thorns. They tell the childminder 'this one could prick your finger'. Children are excited as they discover a stick that resembles a character from one of their favourite stories.
- Children form strong attachments to the childminder and her co-childminder. They are happy to go to them to seek comfort and cuddles. Children develop good literacy skills. For example, younger children snuggle up with the childminder to look at books. They giggle as they point to the pictures and listen with interest as she reads the story.
- The childminder is skilful in her interactions with children and provides commentary to help them make sense of what they are doing. She repeats words back to children to help support their correct pronunciation. However, the childminder is sometimes over eager in her questioning and does not always give children enough time to respond.
- Children develop a good understanding of numbers, shapes and counting. The childminder uses children's interests to develop their learning further. For example, she encourages them to recognise familiar shapes and numbers hidden in leaves. The childminder counts along with children as they burst bubbles in

the air, reinforcing counting as they play.

- The childminder provides children with healthy, home-cooked food. She uses mealtimes well to build on children's understanding of which foods are good for them and which are not so good. Children enjoy being physically active. They dance, jump and move around to music. The childminder also takes children for regular rambles in the fields next to her home. Children enthusiastically recall that they saw squirrels and horses on their last walk.
- Children display positive attitudes to their learning and behave well. The childminder supports children to manage their feelings and emotions. She helps them to resolve any problems and encourages them to share and take turns in their play. Children of different ages play well together and develop caring friendships.
- Partnerships with parents are well established and effective. The childminder works hard to include parents in their children's learning and values their contributions. She keeps them fully informed of the progress their children are making and discusses ideas on how they can support learning at home. This helps to ensure that children are provided with a consistent approach to their care and education.
- The childminder is well qualified, knowledgeable and very keen to provide high-quality provision for children and parents. She reflects on her continued professional development well and undertakes training to help her improve further. For example, she recently completed a workshop on children's brain development. This has helped her to think about children's emotional well-being and how this links to the experiences they have.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to concerns about children's welfare. She works in partnership with parents and other professionals to ensure that children are kept safe. The childminder has a good knowledge of the signs and symptoms that may indicate possible abuse. She knows the procedures to follow to report any concerns about a child's welfare. The childminder is committed to ensuring her knowledge and skills are kept up to date. For example, she undertakes regular training and has a good understanding of wider safeguarding matters. Her home is safe, secure and well maintained.

What does the setting need to do to improve?

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

- enhance questioning techniques to allow children more time to respond and share their thoughts and ideas.

Setting details

Unique reference number	220399
Local authority	Northamptonshire
Inspection number	10072593
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	31 March 2016

Information about this early years setting

The childminder registered in 1988 and lives in Rushden, Northamptonshire. She works with a co-childminder. The childminder operates all year round from 6am to 6pm, Monday to Friday, except for family holidays. She holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Newcombe

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of the views of parents from feedback provided by the childminder for the inspection.
- The inspector completed a joint evaluation of an activity with the childminder and spoke with children during the inspection.
- The inspector held a number of discussions with the childminder and her co-childminder. She reviewed relevant documentation and evidence of the suitability of persons working and living in the household.
- The inspector carried out a tour of the premises with the childminder.

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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