

# Childminder report

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Inspection date: 12 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 demonstrate that they are happy and safe in the childminder's care. They welcome her into their play and laugh readily. Children follow the childminder's safety advice. They listen when she reminds them to be careful with resources during their play. Children are enthusiastic about the activities on offer. These activities are based on the childminder's knowledge of children's individual interests.

Children learn to behave well and play together in this uniquely inclusive setting. The childminder has high expectations of what children may achieve, including those with special educational needs and/or disabilities. Children strengthen their speaking skills as a result of her targeted support. Those with complex needs benefit from specially designed resources that excite them. The childminder puts care plans in place to help meet children's particular health needs. Children learn to value each other's differences and similarities. For example, when they state that girls should not dress up as a police officer, the childminder helps them to think about why this is not true. She then helps them to consider the roles of different people in the community.

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

- The childminder provides a wide range of activities that support children's learning in all areas. She is knowledgeable about what children know and can do. The childminder uses this information, alongside her knowledge of how children learn, to strengthen their existing skills. For example, she carefully plans activities that build on children's physical skills and mathematical knowledge. The childminder notices when younger children are able to connect parts of a train track. She helps them to learn how to connect more parts, including bridges, turntables and hoists. The childminder encourages them to notice the shapes the tracks make. Younger children point out they have made a snake shape with their track.
- Children are gaining a wide breadth of vocabulary. The childminder uses descriptive words in her comments on their play. Children copy the words she uses to describe the texture of play dough and icing. They use words such as 'squeeze', 'sticky' and 'smooth'. The childminder asks questions that help children think about what they are doing. However, during some adult-led activities, she does not fully check children's understanding of her instructions, to help them further extend their learning.
- The childminder is consistent in her approach to managing children's behaviour. She warmly praises children for their efforts and achievements. The childminder is particularly patient when supporting younger children who are developing their sense of determination. However, she misses opportunities to help children

to talk about how they feel.

- The childminder gathers information about children's different experiences when they are not with her. She uses this information to provide activities that improve outcomes for each child. For example, such activities broaden children's knowledge and experience of the world that they live in. Children who have few experiences elsewhere of the natural world enjoy going for nature walks. They recall the different animals they see, such as squirrels and birds. They learn about growth and the change of seasons.
- The childminder shares information well with parents and other professionals to help to support children's care. She follows advice to provide specific exercises that help to support children's mobility. Parents are very complimentary about the care that she provides for their children. The childminder offers parents advice on how to support their child's development at home.
- The childminder helps children to develop a healthy lifestyle. She provides them with healthy foods. During discussions at mealtimes, the childminder reminds children that sweets and biscuits are not healthy. She also reminds them to wash their hands before eating and after using the toilet.
- The childminder helps all children build positive attachments to her. Children receive comfort and reassurance as they need it.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children. She updates her training regularly and receives information from her local safeguarding partnership. This helps to ensure that she is aware of how to record and report any child protection concerns. The childminder carries out risk assessments of her home and outings to identify and reduce any risks. She understands how to keep children safe online and talks to parents about this. The childminder ensures the ongoing suitability of her current assistant, who is also a registered childminder.

## What does the setting need to do to improve?

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

- check children's understanding of instructions more to help to extend their learning
- make the most of all opportunities to help children to use words to describe their feelings.

## Setting details

<b>Unique reference number</b>	221398
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10072609
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	24 May 2016

## Information about this early years setting

The childminder registered in 1994 and lives in Wellingborough. She operates all year round from 7.30am to 6.30pm on Mondays and Tuesdays, except for family holidays. The childminder holds an appropriate qualification at level 4. She occasionally uses another registered childminder as her assistant.

## Information about this inspection

### Inspector

Vicky Weir

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector viewed all parts of the premises used by children. The inspector held a number of discussions with the childminder, including how she organises her provision and how she designs and delivers her curriculum.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household and of her current assistant.
- The inspector spoke to children during the inspection. She took account of parents' views through written comments.

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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