

# Childminder report

---

Inspection date: 7 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

The childminder is warm and friendly. She has high expectations of what children can achieve. The childminder knows the children well and plans activities that take into account their current interests. She organises the environment well so that children can make independent choices about their play. Children benefit from spending time outdoors in the childminder's garden and going for walks around the local area. For instance, children recall playing in the 'magical fairy garden'.

Children display high levels of confidence and self-esteem. They show that they feel safe and secure in the childminder's care. For example, they laugh a lot and happily go to her for cuddles. The childminder recognises when children are less sure and she is swift to respond by providing them with reassurance. She supports children to develop good social skills and promotes their positive behaviour. Children share and take turns in their play. They are kind and respectful in their interactions with each other.

Children show a real love of and interest in reading. They eagerly fetch their favourite book to share with the childminder. Younger children cuddle up with her and listen with interest as she reads the story. Older children are keen to retell the story using their own words and ideas.

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

- The childminder plans the curriculum to provide opportunities to build on children's prior learning experiences. For example, children enjoy going on boat rides along the canal and learning about the different animals that live there. The childminder also takes children to play and stay groups each week. These activities contribute to children's understanding of the wider community and promote their social skills.
- Children are enthusiastic and active learners. They immerse themselves in play that interests them. Children thoroughly enjoy role play as they pretend to make ice creams in their ice parlour. They engage in conversation with visitors and ask them what flavour ice cream they would like. Children confidently name the flavours, such as chocolate, strawberry and vanilla.
- The childminder observes children's play to help her identify their next steps in learning. She skilfully uses opportunities during their play to extend their learning and further develop their counting skills. For instance, she encourages children to count the number dinosaurs they are play with.
- Children show a love of rhymes and singing. They excitability join in singing and dancing and enjoy copying the actions to the songs. The childminder successfully promotes children's language and communication skills. She repeats words back to them to support older children's pronunciation and introduces

new words, such as 'tambourine'. However, occasionally, children are distracted from their play by the noise of the television, which is on in the background.

- The childminder promotes children's good health and well-being. Children eat healthy snacks and meals. They know that they should wash their hands before they eat to remove germs. Older children take responsibility for their own self-care and use the toilet independently.
- Children behave well. They build strong bonds with the childminder and this supports their emotional well-being. Children respond well to the childminder's calm nature and the praise and encouragement they receive from her. This helps them to learn what is expected of them. For instance, children learn to play cooperatively together.
- The childminder regularly reflects on her practice. She values the feedback she receives from parents and identifies areas to further develop. The childminder ensures that she completes mandatory training. However, she does not always make the most of additional training opportunities to strengthen her existing knowledge and skills.
- Partnerships with parents and other early years settings that children also attend are strong. The childminder keeps parents well informed of their child's progress. She exchanges information with the pre-school to support consistency in children's care and learning. For instance, children made models of rockets and took them to pre-school to show the other children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding matters and how to keep children safe. She is aware of the possible signs and symptoms that indicate a child might be at risk of abuse. The childminder knows how to respond and report any concerns about children in her care to the appropriate agencies. She ensures her home is safe and secure for children to play. The childminder teaches children about how to keep themselves safe. For example, children learn about road safety and the dangers of talking to people they do not know.

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

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

- consider the impact of background noise, such as the television, can have on children's concentration and focus in activities
- make the most of professional development opportunities to continually strengthen and build on existing knowledge and raise the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	221366
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10072608
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	20 June 2016

## Information about this early years setting

The childminder registered in 1999 and lives in Weedon, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Newcombe

### Inspection activities

- The inspector completed a tour of the premises with the childminder and discussed how she organises her setting and plans for the curriculum.
- The inspector completed a joint evaluation of an activity with the childminder and spoke to children during the inspection.
- The inspector held a number of discussions with the childminder and looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from written statements provided by them for the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020