

Childminder report

Inspection date: 13 January 2020

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

The childminder provides children with a warm and stimulating environment. Children are able to access a range of toys and resources independently. Younger children enjoy practising their mark-making skills. They hold crayons and felt pens skilfully as they draw. The childminder praises their efforts and identifies the different shapes they have drawn, such as 'round circles'. The childminder provides opportunities for children to practise their physical skills. For example, they visit local parks and stay-and-play groups where children actively play and socialise with other children.

The childminder promotes positive behaviour. She sets high expectations for children attaining good manners and showing kindness towards each other. For example, she reminds children to use 'please' and 'thank you', and not to talk with their mouths full. Children respond well to the praise and encouragement that the childminder gives them.

Children are happy, secure and settled in the childminder's care. She knows them well and is interested in what they say and do. She sensitively responds to children if they get upset and acts quickly to reassure them. The childminder is aware of what children need to learn next. She uses this information, along with her knowledge of children's interests, to help her plan an effective curriculum.

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

- Children show positive attitudes to their learning. For example, they display high levels of concentration as they dress and underdress baby dolls. The childminder supports children's communication skills well. She describes what they are doing and asks them questions to extend and challenge their thinking. Children learn new vocabulary quickly and are capable and confident communicators. For example, they tell the childminder that the baby needs 'winding' after feeding her.
- The childminder understands the importance of helping children to develop skills that will support their future development. She helps children to gain confidence in their own abilities and encourages them to do things for themselves. For example, children are beginning to take responsibility for simple tasks, such as taking their coats and shoes off. They are happy to help tidy away the toys and enjoy setting the plates out for snack.
- Children's emotional needs are well met by the childminder. She implements effective care routines that are based around their individual needs. For example, the childminder knows when younger children are tired. She encourages them to have a rest and they happily sing to themselves as they relax.

- The childminder supports children's mathematical development well. She encourages children to count routinely and use positional language in their play. For example, she tells them to put the green apple inside the green box. Children name the vegetables and categorise them in accordance to their colour. They tell the childminder that the red pepper goes in the box with the red tomato. The childminder gets down to the children's level and joins in their play. However, she does not always allow children enough time to follow their own play ideas before moving them on to the next activity.
- Children benefit from taking part in exciting activities, such as swimming and visiting the zoo. These opportunities help to broaden children's experiences and build on their existing knowledge and understanding. For example, children painted pictures of their favourite animal. They also used reference books to find out information about the animals and where they come from.
- The childminder supports children to develop good hygiene practices. For example, they learn the importance of washing their hands before eating. However, the childminder sometimes misses opportunities to build on children's understanding of why making healthy food choices is important to their well-being.
- Parents are complimentary about the childminder. They comment on how dedicated she is and how their children benefit from the wide range of toys and experiences she provides for them. The childminder keeps parents well informed of their children's progress. She provides them with ideas on how they can continue their children's learning at home.
- The childminder values the feedback she obtains from parents and children. She reflects on her practice and identifies areas to further improve. However, the childminder would benefit from targeting her training more precisely to help broaden her existing knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good a knowledge and understanding of child protection issues. She knows the possible signs and symptoms that could indicate a child is at risk of harm or neglect. The childminder undertakes regular training to refresh her knowledge and skills. She is familiar with wider safeguarding concerns, such as radicalisation. The childminder knows the procedure to follow to report any concerns about children's safety or welfare. She ensures her home is safe and secure. For example, she conducts risks assessments of her home and promptly removes or minimise any potential hazards.

What does the setting need to do to improve?

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

- strengthen interactions with children and allow them time to follow their own play ideas
- make the most of opportunities to further develop children's understanding of healthy eating and making positive food choices
- focus professional development more precisely to broaden existing knowledge and help raise practice to the highest level.

Setting details

Unique reference number	221297
Local authority	Northamptonshire
Inspection number	10072607
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 1996 and lives in Brixworth, Northamptonshire. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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.
- The inspector spoke to children during the inspection. She observed the quality of care and assessed the impact of the childminder's interactions on children's learning.
- 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 documents provided by the childminder 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.

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