

Childminder report

Inspection date: 25 January 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 are happy and settled in the childminder's home. They move confidently around the different areas of the home that are used for childminding. Children benefit from a curriculum that is thoughtfully planned by the childminder, matching their interests. For example, children tell visitors to the setting how they noticed ice on the ground on their way to drop older children off at school. Back at the childminder's home, they put toy polar animals and water into containers. They explain how they have put the water into the freezer to make ice.

Children are encouraged by the childminder to be as independent as possible. When getting ready to go outside, they put their own coats on and zip them up. Children fetch tissues independently when they need to wipe their nose and put them in the bin. They know to use hand gel to 'stop germs from spreading'. Children behave well and are encouraged to say 'please' and 'thank you' during the day. They have strong bonds with the childminder. Three-year-old children are keen to tell her all about their learning. Young babies settle quickly when they wake up from their nap. They demonstrate that they are safe and secure as they snuggle into the childminder when she picks them up to feed them their bottle of milk.

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

- The experienced childminder has a secure knowledge of how children learn. She plans activities to help them build on their knowledge and skills. For example, children show an interest in finding out about different animals. The childminder takes them to visit the farm to see a broad range of animals. Later, back at the childminder's home, children explore books about farm animals to extend their learning further.
- The childminder knows the children she is caring for very well. Before children start, she finds information out from parents about what their child can do, their likes and dislikes. The childminder knows how children are progressing with their development and what the next steps are in their learning. She knows how to adapt activities to ensure they are suitable so young babies are fully included.
- The childminder is very attentive towards the children. She interacts and engages with them throughout the day. Children are keen to talk to her about what they are playing with. They respond to the questions she asks. However, at times, the more confident and articulate children dominate conversations with the childminder. Consequently, quieter children who are not as confident miss out on developing their communication and language skills.
- Partnerships with parents are good. The childminder has built strong relationships with the parents of the children she cares for. Parents say the childminder speaks to them on a daily basis about what their children have

enjoyed doing. They also comment on how she supports them in ways to help continue their child's learning at home. Parents say they would not hesitate to recommend the childminder to others.

- Overall, children behave well. Three-year-old children help young babies by showing them how toys work. At times, the childminder steps in too quickly to manage the situation when minor disagreements occur between children. This means children are not supported to think of ways to resolve minor conflicts themselves.
- The childminder demonstrates a commitment to build on her knowledge. She has undertaken a range of training since her last inspection. The childminder identifies what she does well, and what she would like to do next. For example, she has completed training to help children develop their imaginative skills. Children now sustain their interest in role play and are creative in what and how they want to play with the toys. The childminder has built a network of local childminders who access training and support together.
- The childminder supports children to develop a healthy lifestyle. They are provided with a range of healthy snacks and enjoy trying foods such as banana and cucumber. The childminder encourages children to think and talk about foods that are healthy and unhealthy. They discuss together which foods they like and dislike.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children's welfare and keep them safe. She knows who to report her concerns to. The childminder understands how children may experience radicalisation and how to protect them from this. She attends safeguarding training to ensure her knowledge is up to date. The childminder completes risk assessments of the indoor and outdoor areas before children access these. This means that any potential hazards are removed. The childminder completes accident records effectively. She records the necessary details thoroughly, and makes sure parents are informed immediately.

What does the setting need to do to improve?

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

- help quieter and less confident children to be more involved in conversation, to support their communication and language development
- support children to learn how to resolve minor conflicts with each other.

Setting details

Unique reference number	221455
Local authority	North Northamptonshire
Inspection number	10072610
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	0 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 May 2016

Information about this early years setting

The childminder registered in 1988 and lives in Finedon, Northamptonshire. She operates Monday to Thursday from 7am to 6pm and on Fridays from 8am to 9am, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

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 and the childminder discussed how she plans her curriculum for the children.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector looked at a sample of documentation, including suitability records of people living in the household.

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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