

# Childminder report

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Inspection date: 10 February 2022

<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 show a positive attitude to learning. They are keen to take part in all the activities that are on offer. Children enjoy interacting with the childminder as she joins in with their play. For example, when they explore how fast cars can travel down a ramp, they pass cars to her and say, 'See how fast this one goes'. Children are supported by the childminder to solve problems. She has high expectations of what they can do. For example, when a car becomes stuck, children work out that if they hold the ramp up high, the car will come out. They ask the childminder to help them lift the ramp up until they succeed. Children exclaim, 'We did it!' They engage in activities with the childminder for sustained periods of time.

Children respond positively when the childminder reminds them they must not throw toys as they may hurt someone. They say 'sorry' without being asked to do so. Children have many opportunities throughout the day to take turns and share. The childminder engages with them as they board games together. Children say to her, 'It's your turn now'.

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

- The childminder reflects on her practice. She has completed a range of training since her last inspection to further her knowledge. The childminder identified that she would like to improve her communication with parents. She has recently started using an app to send photographs and updates to parents throughout the day. The childminder says parents feel more informed about their children's learning and development.
- The childminder interacts with children throughout their play. She is very attentive towards them, and they have strong bonds with her. The childminder asks children questions to extend their learning. For example, she asks them what will happen if they use a magnifying glass to look at small-world mini-beasts. However, the childminder does not always allow children enough time to explore their own ideas or practise what they have learned.
- The childminder encourages children to be independent. Children cut up their own fruit for snack. They confidently use a knife to cut bananas and an apple. At other times of the day, children are not as independent as they could be. For example, at tidy up time, they are not told what is expected of them, so they wander off to start a new activity.
- The childminder has good partnerships with parents. She does a daily handover when parents drop off and collect their children. Parents speak highly of the childminder. Some parents were cared for themselves by her when they were small. They recognise what a positive experience they had with the childminder, and want their own children to have the same.
- The childminder encourages children to develop their speech and language

skills. Many relaxed interactions take place throughout the day. The childminder extends children's language by introducing new words. When playing snap, she introduces new vocabulary, such as 'delicious' when they find a strawberry. The childminder teaches children how to pronounce words grammatically correctly by modelling words back to them as they speak.

- Children develop their counting skills throughout the day. The childminder encourages them to count how many cars they push down the ramp, how many pieces of banana they have eaten and how many pairs they have won at their game of snap. When children count incorrectly, the childminder goes back and helps them to count in order. She praises them as they try again and succeed.
- The childminder finds out all about the experiences children have at home. She plans to broaden these. For example, children are fascinated by ladybirds they see at the park. Later, they make a large-scale ladybird to find out all about its different body parts. Children are keen to show visitors to the setting what they have made.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She knows what signs may indicate a child is at risk of harm. The childminder has a detailed safeguarding policy which contains contact numbers for local agencies should she need to pass information on. She has a secure understanding of the 'Prevent' duty. The childminder completes safeguarding training every year to ensure her knowledge is kept up to date. Children are supervised well in her home. The childminder completes risk assessments before children use any areas of the home, to check that any hazards have been removed. She is trained in paediatric first aid.

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

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

- allow children time to explore independently, so that they have the opportunity to consolidate their learning and develop their own ideas further
- focus more precisely on involving children in routine parts of the day, such as tidying away, so that all children know what to do.

## Setting details

<b>Unique reference number</b>	260771
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10065161
<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 at time of inspection</b>	3 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	30 July 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Wellingborough, Northamptonshire. She operates Monday to Friday from 6.30am until 6pm all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-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 childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector documentation to demonstrate the suitability of adults living in the household.
- Written feedback from parents was seen and their views were taken into account.

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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