

# Childminder report

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Inspection date: 22 June 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident and settled in the childminder's home. They talk to visitors, showing them the toys they are playing with. Children recognise the similarities they have with one another. For instance, children talk about their birthdays being in the same month. Older children seek out their friends to come and join them, such as, when they are playing in the playhouse outside.

Children develop their counting skills as they enjoy various opportunities to count during routines and activities. For example, with the childminder's support, younger children learn to count the plastic minibeasts they can see hiding in ice cubes. Older children confidently recognise numbers as they look at books, and independently count the animals they see in pictures.

Children receive a wide range of opportunities to explore the wider community. They enjoy new experiences, such as, trips to the theatre and a ride on a narrowboat. They follow the childminder's instructions well, which helps them stay safe. Children attend weekly groups with the childminder, along with other local childminders. This helps them build their confidence and provides them with opportunities to widen their social network.

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

- The childminder responds promptly to children's developing interests. She further extends activities that children have enjoyed the previous day. This helps children remain focused and enables them to build on what they already know and can do. The childminder adapts her planning to accommodate any changes to the regular routine. For instance, she includes singing in planned activities when children are unable to visit the local music group. Children respond positively to this. They dance around enthusiastically and join in with familiar parts of the songs.
- Children learn in a language-rich environment. Older children understand how to use language effectively. They recognise that some different words have similar meanings. For instance, the childminder uses the word 'gigantic'. Children respond with an alternative suggestion of 'enormous'. Younger children benefit from extended language. They learn new words relevant to the activities they complete. For example, the childminder talks to them about how the ice they are exploring feels 'freezing'.
- Children enjoy listening to stories. They independently choose from a range of fiction and non-fiction books. Children sit with the childminder as she engages them in discussion about the pictures they see in the book. Children confidently speak about their own experiences as they look at the book together. The childminder reminds them of previous activities they enjoyed, relevant to what

they are reading. This helps children make connections between the different experiences they have and recap on their previous learning.

- The childminder is actively involved in the wider childminding community and is keen to share her experience with others. She completes a range of professional training to extend her knowledge further. This helps her improve her provision. For instance, she completes training to support children's outdoor learning. She successfully implements what she has learned to further develop the outdoor learning environment.
- On the whole, children behave well. The childminder encourages them to help one another, such as, taking a hat to their friend outside when it is sunny. However, younger children sometimes struggle to play collaboratively with one another. They take toys from each other without asking. The childminder does not consistently support them to understand why they should share and take turns. As a result, younger children's interactions with one another are not yet as positive as they could be.
- Parents are happy with the service that the childminder provides. The childminder offers parents additional guidance and support when needed. She signposts parents to other professional services, such as, speech and language support. The childminder keeps parents informed about their children's ongoing progress. However, she is not yet providing parents with suggestions to help them further support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She completes regular safeguarding training to ensure that her knowledge is up to date. The childminder recognises the signs of wider safeguarding issues, such as, how to identify children who may be at risk of exposure to extreme views or behaviour. She knows how to raise concerns regarding children's welfare, ensuring that she has the most up-to-date contact information for other agencies. The childminder knows the process to follow should anyone make an allegation against herself or a household member.

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

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

- consistently support younger children to understand turn taking and sharing to further enable them to develop relationships with others
- work more closely with parents in order to provide them with more information regarding how they can further support children's learning at home.

## Setting details

<b>Unique reference number</b>	221401
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10138643
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	27 August 2015

## Information about this early years setting

The childminder registered in 1990 and lives in Wellingborough, Northamptonshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for three-year-old children. She holds early years teacher status.

## Information about this inspection

### Inspector

Jenny Hardy

### 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 provision.
- The inspector had a tour of the areas of the premises the childminder uses for childminding.
- The inspector observed the childminder interacting with children. She considered the impact of these interactions on children's learning and development.
- The inspector read written feedback from parents and took their views into consideration.
- Various documents were viewed by the inspector, including suitability and insurance documents.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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