

Childminder report

Inspection date: 15 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

When children arrive they are warmly greeted by their friends and the childminder. Children happily say goodbye to their parents and are eager to choose what they want to play with. The childminder knows the children very well and she ensures they can make choices. For example, one- and two-year-old children confidently select toys, such as stacking cups and vehicles, from the low-level shelves in the playroom. They sit on the floor exploring the toys, and two-year-old children know where to place the vehicles back on the shelf when they have finished playing.

Children play well together and clearly demonstrate the friendships they make. With support from the childminder, they learn to share and cooperate with one another. Children play imaginative games, such as shops, that promote their awareness of mathematics. They talk together about lists of items and how much they cost, before helping their friend to fill a trolley with the items they want. Children are curious and interested in their play. They are confident to ask the childminder or her assistant for help when they need it. Children initiate conversations with the childminder and her assistant, enthusiastically telling them about previous events, such as what they had for their breakfast that morning.

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

- Since the last inspection, the childminder has addressed the actions and recommendations raised. All adults in the household have the required suitability checks completed. The childminder follows her safeguarding procedures effectively. Children are supported well to understand what is expected for their behaviour. This results in children playing positively together and behaving well. The childminder continues to work closely with her assistant. They have both completed refresher safeguarding training to ensure their knowledge of how to protect children from harm is up to date.
- Children behave well. They are curious and motivated to take part in the activities. With support from the childminder, children are eager to explore play dough. They develop their small-muscle skills as they use tools provided, such as rolling pins and a variety of cutters. Younger children press the play dough flat and make marks in the dough using a roller. Older children use a toy to press the dough and use a cutter, following the lines to cut the shape into half and then quarters. However, the childminder does not make the most of these opportunities to further promote children's awareness of mathematical concepts or language.
- Children's listening skills are developing as they enjoy listening to the childminder reading stories to them. The childminder provides children with character masks to wear as they read 'Goldilocks and the Three Bears'. Children concentrate on the story and show that they know the story well as they join in

with familiar phrases. Occasionally however, the childminder does not fully extend the older and the most able children's vocabulary and language development during storytelling activities.

- Parents are very happy with the quality of care and learning the childminder provides for their children. They comment on how she supports their children with their social skills and behaviour, their confidence and their independence. Parents say that they feel involved in their children's learning at the setting because the childminder keeps them fully informed about what they have been doing during the day.
- The childminder's curriculum is effective. It builds on what children already know and helps them develop skills to be ready for starting school, such as independence and hand-to-eye coordination. Toddlers wipe their own hands at mealtimes, and older children are supported to become independent in the bathroom. The childminder encourages children to make marks and practise their writing skills in a variety of ways, such as poking items into play dough and using pencils to draw and colour.
- Children have opportunities to widen their experiences. The childminder works closely with parents to find out about what children have done at home and she plans activities to broaden children's learning. For example, for children who have fewer opportunities at home to explore messy play, she offers play dough, water and sand. These play experiences promote children's curiosity, and the support from the childminder develops children's confidence to try new things.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to keep children safe and promote their welfare. They supervise children well during their play, and effective risk assessments promote children's safety. There are gates across the different areas of the garden to prevent children having access to steps. Children are protected from the sun because the childminder has gazebos in her garden, so children can continue to play outside in sunny weather. The childminder works with her assistant on days when she has more children, to ensure she continues to meet all children's needs. She follows suitable procedures to check the suitability of assistants who work with her.

What does the setting need to do to improve?

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

- extend children's learning about mathematics further during activities
- improve the differentiation for individual children to further develop their vocabulary and language development during storytelling.

Setting details

Unique reference number	221469
Local authority	North Northamptonshire
Inspection number	10239065
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	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 February 2022

Information about this early years setting

The childminder registered in 2000 and lives in Raunds, Northamptonshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate childcare qualification at level 3 and she provides funded early education. The childminder works with an assistant when needed.

Information about this inspection

Inspector
Melanie Eastwell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder discussed her intentions for children's learning and how she uses the space available in her home to support and promote children's care.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the childminder's assistant and the children during the inspection.
- The inspector spoke to a parent during the inspection and took account of their views.

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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