

Childminder report

Inspection date: 8 August 2022

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| 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children are at the heart of this welcoming home-from-home setting. They enjoy choosing what to play with and how to learn. Children are confident to welcome visitors as they wait to start their day. Children demonstrate a positive attitude to learning, they are respectful of the childminder and the toys they play with. They constantly use good manners and are keen to tidy resources away ready for another day.

When the childminder asks children what they want to do, they excitedly rush off to see what is set out in the garden. Positive interactions with the childminder contribute to children's learning, she listens to them and asks them questions to extend their thinking. For example, she encourages them to think about how a balance scale works and supports them to fill and empty the scale to make it balance.

Children engage positively with learning opportunities that the childminder has planned for them. They are confident in the childminder's company and expect her to play with them. For example, they call her name and give her instructions when she joins a 'potion making' game in the mud kitchen. The childminder has high expectations for children and consequently they behave very well.

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

- The childminder uses a range of activities to introduce children to early mathematics, for example, children count, name colours, identify shapes and make marks that represent numbers and shapes. They create their own artwork on the outdoor painting wall using paint, sponges and brushes of all shapes and sizes.
- Children are interested in numbers and the letters that start their names. They know that the number three represents their age and recognise the sounds that represent the letters as they begin to spell their own name. They enjoy sorting items into groups of three, including berries for snack and when they use tweezers to pick up coloured pom-poms.
- The childminder organises the environment to enable children to choose how they wish to play. Children develop independence skills as they freely access the available resources. They self-select from a wide range of small tools outside, as they dig for treasure in the sand. Children are keen to experiment with different spoons and scoops to find the one that works the best.
- The childminder is a good role model. Children often copy her as they play and watch and follow her example as she shows them how to take turns. Children maintain concentration and develop their creative skills as they enjoy listening to familiar music. They express the music through movement as they tramp around

the lawn stomping their feet, pretending to be dinosaurs.

- The childminder builds positive relationships with parents and shares information with them about their children's learning. Parents comment that children are always busy and that the childminder supports them to develop the skills they need. They say that their children are very happy and settle easily. Parents feel very confident that their children are safe and very well cared for by the childminder.
- The childminder supports the children to have a love of reading. They sit together outside in the reading tent to share books. Children select their favourite story book and wait in anticipation for the story to begin. The childminder engages children well as she enthusiastically reads aloud. She encourages children to turn the pages and repeat familiar phrases. She has props available, such as a soft toy, so the children can re-enact the story as she reads it.
- The childminder carefully observes and assesses children as they play. She uses this information to help her plan next steps for children. She knows what she wants them to learn, and which activities will support them to continue to develop. However, she is sometimes too quick to move children on to the next activity and this interrupts their concentration and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and who to report any concerns to. She undertakes regular safeguarding training. The childminder recognises the importance of making sure that her knowledge is up to date. She carefully supervises the children in her care, particularly when on outings away from her home. The childminder implements a clear safeguarding policy, which includes supporting children to access the internet safely. The childminder completes regular risk assessments of her home, and the places she visits with the children, to help her to keep children safe.

What does the setting need to do to improve?

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

- provide children with more time to explore activities thoroughly to encourage learning beyond what they already know and can do.

Setting details

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| Unique reference number | 257341 |
| Local authority | West Northamptonshire |
| Inspection number | 10138632 |
| 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 | 2 to 4 |
| Total number of places | 12 |
| Number of children on roll | 3 |
| Date of previous inspection | 15 January 2016 |

Information about this early years setting

The childminder registered in 2001 and lives in Wooton, Northamptonshire. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Siddons

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 observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the childminder completing activities with children.
- The inspector read written feedback from parents to gather their views.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of household members.

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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