

# Childminder report

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Inspection date: 17 August 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children embrace learning while spending time with the childminder and her assistant. They pause to think, carefully looking around the room before they follow the instructions to find particular shapes or numbers during a game. The youngest children feel immensely proud when older children praise them for their achievements. This contributes to children's rapid increase in self-confidence.

Children confidently recall facts they have previously found out before the childminder introduces new information and words for them to remember. Children spontaneously use highly successful ways to help them build on what they already know and understand. For example, young children know that counting the sides of a shape can help them recognise it. Words such as 'rhombus' and 'pentagon' are used, which helps children to build on their previous mathematical language.

Strong bonds quickly establish between children, the childminder and her assistant. Children feel part of a caring family in which they feel safe to explore and discover the world around them. They make the most of opportunities to visit local parks and woods where they are sensitively encouraged, but not rushed, to take age-appropriate and well-supervised risks. For example, children learn to climb and balance, which helps to enhance their spatial awareness and physical development.

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

- The childminder plans an extremely effective curriculum to help to ensure that children quickly build on what they already know and understand. Children are highly receptive to her explanations, modelling and challenges to satisfy their curiosity and hunger to learn.
- Through her dedication to ensure that children's personal, social and emotional development is embedded in all that she does, the childminder ensures that children develop their confidence and sense of self-worth. When children express a concern or worry, the childminder skilfully introduces highly relevant resources, such as books and games, that help to reassure and support them. When children are reluctant to try a new challenge, the childminder gives them a slightly different task or challenge that enables them to reach the same outcome. As a result, children feel proud of their achievements and are motivated to expand their skills even more.
- Parents express their deep satisfaction in the quality of care and education provided. They describe the childminder as going 'above and beyond' to support children and their families. For example, during the COVID-19 pandemic, the childminder provided video recordings of her reading stories. She shared activities for parents to use to extend these stories in a meaningful way. Focused and purposeful home learning was provided for older children. The

childminder ensured that this did not interrupt the consistently high-quality care and education the youngest children received when they were able to attend the provision.

- The childminder embraces opportunities to continue to extend her own knowledge and understanding of how children learn. She reads professional articles and publications and completes online courses that help to strengthen the quality of teaching. Regular discussions with her assistant help to ensure that they consistently maintain high-quality education. As a result, children preparing to move on to school or nursery are well prepared for the next stage in their learning.
- Regular communication with parents helps to ensure that children's learning and behaviour are consistently supported both at home and in the childminder's care. The childminder uses a variety of ways to keep communication flowing, including using secure electronic apps and face-to-face meetings. Together, the childminder, parents and carers work out when and how to approach key developmental steps, such as toilet training, to help to make transitions as smooth as possible.
- The childminder uses a variety of resources, including stories and suitable online content, to help expand children's knowledge and understanding about different cultures and communities. The childminder skilfully relates experiences and knowledge to children's own home life, which helps them build on their understanding of the world around them.
- Children behave exceptionally well. They are given the time and space to play together and to negotiate roles and rules for themselves. The childminder and her assistant are positive role models for children. This is reflected in the deep respect children have for others and in their enthusiasm to join in activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder follows her robust procedures to help keep children safe. She ensures that she and her assistant know when and how to report any concerns they might have about children's welfare. The childminder receives regular updates from the local authority and other professional bodies to help to ensure that she is aware of different forms of abuse and harm that can compromise children's safety. This includes risks from extreme views and beliefs and online content. The childminder and her assistant have regular conversations to help to ensure that any possible risks to children's welfare are identified and appropriately reported.

## Setting details

<b>Unique reference number</b>	EY437380
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10138506
<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>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	3 May 2013

## Information about this early years setting

The childminder registered in 2011 and lives in Northampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

## Information about this inspection

**Inspector**  
Katrina Rodden

## 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 her evaluation of the setting.
- The inspector observed activities in the childminder's home. She spoke to the childminder, her assistant and children at suitable times throughout the inspection.
- The childminder described how she plans and delivers her curriculum to help to support children's learning. She talked about the progress children make to help demonstrate this.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.
- Documents were looked at by the inspector, including evidence of the suitability of the childminder and her assistant.
- The inspector and the childminder spoke about how activities are planned and how these differ depending on the ages of the children and how many are present at the setting at any time. The inspector considered the impact on children's learning.

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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