

Childminder report

Inspection date: 19 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the well-considered activities the childminder prepares for them. They enthusiastically pack suitcases with things they think they might need to take on holiday, before climbing aboard an imaginary aeroplane. Children compare the weight and size of their cases with bags and other luggage. They match the size to a drawing to help them decide where in their aircraft their baggage should be stored. The childminder introduces mathematical words and concepts, helping children to build on what they already know and understand.

While following their own interests, children spend long periods repeating, watching and experimenting. For example, young children feel the different textures of stones and glass pebbles. They carefully sort, arrange and tip their collection into different containers. They listen to sounds, watch what happens and are totally absorbed in their investigations. Independently, children work out concepts, such as cause and effect. Children are uninterrupted, allowing them the time and space to build on what they already know at their own pace.

Children are welcomed as part of the childminder's family. Along with her two assistants, the childminder and children quickly build strong and long-lasting bonds. Children happily snuggle up on the childminder's lap and share jokes and stories with her. This helps children to feel secure and settled in her care.

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

- The childminder ensures that any statutory assessments, such as reports about children's development when they are two years old, are completed in a timely manner. She uses her observations and good knowledge of the children to help her accurately assess children's progress.
- The childminder makes the most of local attractions and open spaces, such as the park and nature trails in the woods. Children benefit from the fresh air while they learn about different plants, trees and wildlife in the world around them. For example, the childminder uses photographs she has taken to make checklists for children to refer to when they walk in the woods. They tick off what they see, giving a focus to their outing.
- Through her knowledge of what each child likes, the childminder adds challenges to children's play. For example, she buries objects in the sand tray for children with a passion for diggers to find. They match the object with pictures and work out what else remains under the sand. Children triumphantly find the items while the childminder asks them questions, helping to expand their emerging vocabulary.
- Children behave very well. They confidently follow the house rules set by the childminder. They enthusiastically help to pack away the toys and equipment

they have used. Children learn to take turns and share with their friends and show respect to others.

- Children who speak English as an additional language are supported well. The childminder finds out key words from parents, helping her communicate with the children from the start. During children's explorations and activities, the childminder combines body language and simple sentences to help children begin to understand and use their expanding vocabulary for all to hear.
- From a young age, children quickly adopt good hygiene habits. They know when and how to wash their hands and understand why this is important. Games and resources help them to find out about caring for their teeth. Children find out what kinds of foods can cause cavities and how to brush their teeth effectively. This helps children make choices that contribute to their positive attitudes towards healthy lifestyles.
- The childminder teaches children about different countries. Children use pictures of famous landmarks to help them build similar structures with wooden blocks. They carefully look at the images before working out how to arrange their bricks and blocks. When younger children ask for help, the childminder encourages them to think and try to work out what they might need. This helps children to become independent learners.
- The childminder maintains good relationships with parents. She shares updates on children's progress regularly. However, she does not consistently provide ideas to help parents continue to support children's learning at home that focus on their precise needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how, why and what she needs to pass on to children's services if she has a concern about children's welfare. Regular updates from the local authority help the childminder and her assistants ensure they follow the correct local procedures. The childminder ensures that both she and her assistants regularly update and refresh their knowledge and understanding about safeguarding, helping to ensure children remain safe in their care.

What does the setting need to do to improve?

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

- give even more ideas to parents to help them support their children's learning at home.

Setting details

Unique reference number	260748
Local authority	West Northamptonshire
Inspection number	10112922
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	0 to 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	18 August 2015

Information about this early years setting

The childminder registered in 2001. She occasionally works with two assistants. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides early education funding for three- and four-year-old children.

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 their evaluation of the provider.
- The inspector observed activities in the house and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described how she organises her provision for children in the early years. The inspector assessed the impact of this on children's learning and well-being.
- The inspector looked at a variety of documents, including those relating to the childminder's assistants. These included certificates for training undertaken.
- The inspector read emails and questionnaire responses from parents and took their views into consideration.

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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