

Childminder report

Inspection date: 1 September 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 |
|----------------------------------------------|-------------|

What is it like to attend this early years setting?

The provision is good

Children enter the childminder's home and are warmly welcomed. They show high levels of confidence and benefit from close, nurturing relationships with the childminder and her assistant. Children show excitement as they eagerly wait for a story. They build their understanding skills as they listen intently to the words in the book. They identify pictures of characters in the story and anticipate what will happen next. Children explore the secure and inviting outdoor area. Recalling the story they have listened to, they bathe their teddy bears in the water tray. They show delight as they plunge them into the water and make bubbles by splashing the water in the tray. They use their small-motor skills to wash the bears and wring them out to dry them.

Children develop their mark-making skills as they explore writing materials. Supported and encouraged by the childminder, they grasp chinks and make marks as they proudly name their creations. Children develop their knowledge of how things work as they explore how a variety of small vehicles move down a ramp. They are also encouraged to describe their vehicles and compare the size and shape. They then shout, 'three, two, one' as they count backwards before they launch their cars, comparing how fast each car has travelled.

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

- The childminder provides a broad and balanced curriculum that she bases on the children's interests. Information is gained from parents when children first start at the setting. The childminder uses this information to plan activities that support and prepare children for their next stage in learning.
- The childminder and her assistant use what they know about children's interests to engage them in conversation. For example, a child's fascination in dinosaurs is used in discussion during play. However, the childminder and her assistant sometimes do not build on children's interests by extending their interactions and encouraging further learning through play.
- Children benefit from access to a wide selection of fiction books that are read to them on a regular basis. The childminder uses characters and stories from books to provide interesting, book-themed activities. However, at times, the childminder and her assistant do not build on opportunities to support younger children's emerging communication skills.
- The childminder ensures that children learn the importance of healthy practices. They enjoy healthy, home-cooked meals and snacks. Children enjoy growing their own vegetables in the garden, which are then used in meals. This helps the children to understand how food is produced.
- Parents speak highly of the care and support the childminder and her assistant give their children. They praise the home-from-home approach and the method

of sharing information with them. They are aware of what their children are learning at present and what the childminder would like them to learn next. Parents were given ideas for further learning at home during the COVID-19 pandemic. The childminder sent information about activities and books for the children to enjoy.

- Children benefit from exploring the local environment. They use their gross-motor skills to climb and balance on park equipment. As they are out and about in their local area, the childminder uses their interest to incorporate further learning. They enjoy number and letter walks in the environment. Children look for familiar letters, such as the initial letter of their name, or the number representing their age. This helps children's emerging interest in number and letter formation, and further prepares them for school.
- The childminder is a positive role model for her assistant. She observes her assistant's practice. She ensures that both of them attend courses and webinars to help improve their knowledge of safeguarding and early years topics. This benefits the children as the childminder and her assistant are committed to improving their practice.
- Children behave well in the setting. They are kind and courteous to their friends and respond well to gentle instruction. For example, they understand the importance of tidying up after they have used resources, and they respond well to the routines in place. Children show a sense of pride when the childminder and her assistant praise positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand how to keep children safe in the setting. They ensure that all accidents and incidents are swiftly dealt with and first-aid training is kept up to date. The childminder understands how to manage potential allegations and she and her assistant understand the signs and symptoms of abuse. They know the procedures in place and who to contact if they have concerns about a child's welfare. A robust set of risk assessments ensures that any risks are minimised and that children are kept safe in the setting.

What does the setting need to do to improve?

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

- develop the skills of everyone who works with children in how to maximise children's learning across all areas of the curriculum
- strengthen the quality of interactions with younger children to further enhance language development.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 221345 |
| Local authority | West Northamptonshire |
| Inspection number | 10138642 |
| 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 8 |
| Total number of places | 15 |
| Number of children on roll | 15 |
| Date of previous inspection | 6 May 2016 |

Information about this early years setting

The childminder registered in 2000. She lives in the village of Bugbrooke, Northamptonshire. She operates all year round, from 7am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5. She provides funded early education for two-, three- and four-year-old children. The childminder regularly works with an assistant.

Information about this inspection

Inspector

Stephanie North

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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