

Childminder report

Inspection date:

7 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

When children arrive, they receive a cheery welcome from the childminder. They rush into the playroom eager to find their friends and join their games. The home-from-home environment is organised to support children to make choices about their play and learning. Children choose from a wide range of resources and are confident to ask the childminder for help and support when they need it.

Children respond well to the clear expectations the childminder has for their behaviour, which is consequently good. The childminder uses a consistent approach as she gently reminds children to use their manners, take turns and share resources. Children develop positive relationships with each other and the childminder, which helps them to feel safe, happy and secure. For example, children listen to one another and wait for their turn to talk when they share their experiences of bonfires and fireworks.

Children develop their physical skills in the indoor and outdoor environment when at the childminder's house, out in the local community and on trips further away from home. The childminder knows the children well and is attentive to their individual needs. She understands where children are in their learning and plans purposeful activities to further strengthen and develop their knowledge.

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

- Parents speak very highly of the childminder; they are confident that their children are learning and attribute this to time spent with the childminder. Parents comment that their children are always busy and spend a good amount of time playing outside in the fresh air. Parents say that the childminder shares information with them about children's experiences and development during daily handovers. They are particularly pleased with the home-cooked meals the childminder offers children. They say that the childminder is 'a gem' and has become an important part of their families.
- The childminder gathers information from parents to find out about children's experiences at home. She also asks children what they like and dislike and uses this information to plan activities and experiences for them. For example, she knows that children enjoy creative and messy activities that they might not always do at home. Therefore, she regularly plans activities, such as creative crafts, gardening and play dough.
- Children learn about the world around them. The childminder extends children's knowledge of current affairs through discussion and planned activities. For example, the children have explored information about the royal family and know that we now have a king. The childminder has talked to children about Remembrance Day, and they have each made a clay poppy, which they are keen

to paint.

- The childminder supports and extends children's mathematical development as they play and explore. She talks to them about colours, shapes and numbers when they create firework pictures. Children ask her to draw a triangle and she introduces them to an electronic 'Bot' that they programme to draw triangles, squares and circles.
- Children practise and develop physical skills both indoors and outdoors. The childminder encourages them to try out a range of different types of scissors when they cut shapes for a collage picture. They proudly show the childminder what they have created and exclaim, 'Look, its beautiful.' Outside, they dig in the garden and plant tomatoes and sunflowers. They enjoy bouncing on the trampoline and swinging in the hammock.
- The childminder knows that children need to be supported as they get ready to move on to school and pre-school. However, she does not consistently help them to develop the independence and skills they will need. For example, children do not always manage their own snack, pour their own drinks or manage self-care skills, such as washing hands and catching their coughs.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends training to support her to develop her setting. For example, she provides a home-cooked, hot lunch for children and has become increasingly aware of food allergies. She has, therefore, attended training to help her manage allergies and dietary needs when she caters for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She completes daily risk assessments of her home and garden to ensure the environment is safe for children. She understands the main types of abuse and how to recognise the signs and symptoms of abuse and neglect. The childminder knows who to contact if she has concerns about a child or if she needs advice and guidance. She has attended safeguarding training and additional training on the 'Prevent' duty. This helps her to know how to support families to keep their children safe.

What does the setting need to do to improve?

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

- further develop children's independence skills in readiness for school by consistently allowing them to carry out tasks by themselves.

Setting details

Unique reference number	221287
Local authority	West Northamptonshire
Inspection number	10234364
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder was registered in 1995 and lives in Brixworth, Northamptonshire. She operates all year round, from 7.30am until 6pm, on Monday, Wednesday, Thursday and Friday. She does not open on bank holidays and during her family holidays. The childminder also offers overnight care.

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 childminder.
- The inspector observed the quality of education during activities 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 spoke to parents in order to gather their views.
- The childminder provided the inspector with a sample of key documentation, including evidence of her suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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