

Childminder report

Inspection date:

23 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

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the homely childminder's setting. They are warmly greeted by the nurturing childminder who welcomes them into her care. The childminder skilfully provides activities that follow the children's interests and engage them in learning. Children show they feel safe and secure as they quickly settle and become involved in the play. Young children develop hand strength as they squeeze, roll and cut out play dough shapes. The childminder helps children to name colours and match the play dough to the coloured lids.

Outside, children enjoy the sensory experience of playing with sand and water. Toddlers transport water to the sandpit. The childminder uses this opportunity to teach children what happens when they mix sand and water. This helps children to successfully build sandcastles, giving them a sense of achievement and pride. Children show enthusiasm as they eagerly find the shells hidden in the sand. They develop early mathematical skills as they count and compare size and shape. Children's physical development is supported as they ride tricycles, learning to balance and negotiate space. Children learn to share and cooperate as they rock together on a see-saw and sing 'row the boat'.

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

- The childminder uses information gathered from parents alongside her own observations to plan a curriculum that is fun and interesting for children. She uses assessments of children's learning to find out what they can do and what they need to learn next. She plans activities and provides resources that she knows children will enjoy. This helps to ensure all children are confident, independent learners by the time they move on to the next stage of learning.
- The childminder completes the progress check for children at age two. She shares this with parents and uses the information to identify gaps in learning and track progress. The childminder uses the information she collects from other settings the children attend to inform her planning. This supports the continuity of learning and helps children to make good progress.
- Children's language and communication are well supported as the childminder talks to children as they play, giving them time to think and respond. She introduces new words that children try to copy, and plays with sounds to support language development. For example, as children play with the farm animals in a tray of cereal, the childminder encourages them to name the animal and make the animal sounds. She introduces words such as 'stomp', 'crunch' and 'crumble' as children explore sounds.
- Behaviour is good as the childminder constantly uses praise and encouragement to support children's efforts and ideas. This helps to build children's confidence and understanding of boundaries. However, the childminder does not always

help children understand and identify their own emotions. For example, when she tries to comfort children who are upset, she does not use this opportunity to talk about the feelings the children are experiencing.

- Overall, children's independence is well supported. They are encouraged to wipe their noses and put rubbish in the bin. They follow good daily routines and know when to wash their hands. However, the childminder does not consistently encourage children to help to tidy the toys away. This does not provide them with consistent messages about taking responsibility for tidying up.
- Children learn about the community they live in as they take trips on the bus and enjoy walks to parks. They attend local playgroups where they meet other children, which helps to develop social interactions. They often visit the library to select books for home, supporting children's literacy skills.
- Parents praise the childminder for providing a safe and caring home. They say she makes them feel like they are 'part of a family'. They welcome the information the childminder shares about their children's progress and how they can continue their learning at home.
- The childminder keeps up to date with mandatory training such as paediatric first aid and safeguarding. However, she has not yet sought information to enhance her knowledge of early childhood development, to ensure she continually develops her early years practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has good knowledge of safeguarding, including who to contact should there be an allegation against herself or a household member. The childminder knows the processes to follow if she has concerns about the children's welfare. She is aware of local safeguarding issues that could impact children, such as county lines. The childminder ensures the environment is safe and secure for children to play and learn. She supervises children closely and is vigilant to any potential hazards. The childminder ensures that children learn about risks from an early age, such as road safety.

What does the setting need to do to improve?

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

- support children to understand their own feelings and emotions to help them better express themselves
- help children to understand why it is important to take responsibility for tidying up
- continue to develop knowledge and understanding of early childhood development.

Setting details

Unique reference number	221503
Local authority	West Northamptonshire
Inspection number	10234365
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 1998 and lives in the village of Middle Cheney, Oxfordshire. She operates all year round, from 7.30 am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Charmaine Cayton

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- 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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