

Childminder report

Inspection date: 16 March 2023

Overall effectiveness **Good**

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 benefit from a warm and welcoming environment. They enter the setting happily and receive cuddles from the loving childminder. As a result, children feel safe and secure. Children are regularly told how special they are. They beam with delight as they are encouraged to talk about what makes them special while they look in the mirror.

Children move around the setting with confidence and explore a variety of carefully planned resources. They display high levels of engagement in activities and demonstrate a positive attitude to learning. For example, children excitedly scoop dried cereal with diggers and trucks, counting each scoop as they go.

The childminder is passionate about taking children on daily outings. She has created a curriculum with a strong focus on developing children's knowledge of nature and the world. Children visit places such as the local country park. They enjoy building dens, mark making with natural resources and collecting flowers to make artwork. The views of children are constantly considered and trips are planned to ignite their interests. For example, children enjoy visiting a building site to watch a real digger at work. This helps to broaden children's experiences and learn about the world around them.

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

- The experienced childminder shows dedication to her work. She has developed a broad curriculum that builds on what children already know and can do. The childminder knows the children very well and uses effective assessments to plan their next steps. For example, younger children who are learning to walk are given opportunities to develop their skills by using soft play equipment to practise cruising. Older children are encouraged to count objects as they play and begin to recognise numbers in the environment.
- The childminder provides good, consistent teaching to all children. She helps them to make links in their learning and they regularly refer to previous experiences. For example, while sharing a story about birds and ducks, children remember and talk about feeding the ducks at the local country park. Discussions then lead onto what ducks like to eat and healthy food choices. This makes learning meaningful for children.
- Children's communication and language development is extremely well supported through conversations, stories and songs. The childminder reads stories with expression, engaging children with voice changes and the use of props. Children remain engaged for extended periods of time. For example, children listen intently to the story of 'The Very Hungry Caterpillar' before matching picture cards to help sequence the story. The childminder reminds

children of newly learned words, such as 'cocoon' as they act out the story with ribbons and music. Children copy these words, increasing their communication and language skills.

- The childminder continuously weaves mathematical vocabulary and concepts into children's play. For example, children visit shops to buy fruit for snack. They talk about the price of fruit and begin to recognise numbers they see. After reading the story of 'The Very Hungry Caterpillar', children look at the fruit they brought from the shops. They practise counting the fruit and cutting it 'in half'. This helps children develop an early understanding of mathematics.
- The childminder acts as a positive role model. Children are supported to tidy away toys and the childminder encourages good hygiene routines. For example, she helps children to wash their hands before cooking activities and mealtimes. However, the childminder does not always use these opportunities to fully develop children's understanding of why these routines are important.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends training sessions, such as online training from professional childminding organisations, which helps to support her professional development. The childminder meets regularly with other childminders to share and discuss new ideas.
- The childminder has an excellent relationship with parents. They are aware of their children's development and next steps in learning. Parents report that they are supported with ideas and strategies from the childminder to try at home. Parents comment that the childminder is 'loving, caring and professional' and 'everyone wants her as their childminder'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She is fully aware of the local child protection referral procedures and of the possible signs of abuse and neglect. The childminder has completed mandatory safeguarding training and attends safeguarding webinars regularly to increase her knowledge and understanding. The childminder is vigilant as children explore and understands the importance of recognising hazards in the environment. For example, she picks up small objects that could cause choking. The childminder continually assesses any risks to children on outings. This helps her to identify any potential hazards to children.

What does the setting need to do to improve?

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

- strengthen children's knowledge and understanding of why routines, such as hand washing and tidying away toys, are important.

Setting details

Unique reference number	EY261438
Local authority	West Northamptonshire
Inspection number	10265136
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in Northampton. She operates all year round, from 7am to 6pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- This was the first routine inspection the childminder received since 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 setting.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- The inspector observed interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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