

Childminder report

Inspection date:

21 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and confident to attend the childminder's setting. They show positive relationships with the childminder as they greet her warmly. When the doorbell rings, children rush to the door and show excitement as they greet their friends. Children move around the dedicated playroom and the well-resourced garden with great confidence. They include others in their play and are friendly and outgoing towards visitors. Children are generally engaged in the activities the childminder plans. However, gaps in the planning and implementation of the curriculum mean that children do not consistently make the progress of which they are capable. As a result, not all children have challenging enough opportunities to develop their skills and knowledge and build on what they know and can do. This can impact on the quality of education the childminder provides.

Children display good behaviour. The childminder reminds them of the expectations to share toys and take turns with their friends. Children use good manners by saying 'please' and 'thank you' at appropriate times. They show that they are secure in the childminder's care, asking for help when needed. Children chat happily to the childminder. She encourages them to talk about the world around them.

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

- Generally, the childminder is able to talk about what she wants the children to learn and why. However, she does not complete the two-year-old progress check for every child in her care. As a result, the childminder's teaching and the activities she offers do not always match the learning needs of children.
- Generally, children are engaged in their learning and make some progress. However, the childminder does not always recognise opportunities to build on what the children can do. Activities are not always planned well enough to provide the best possible learning opportunities for all children. For example, children repeatedly pour rice into different sized containers. The childminder does not challenge them during this activity to extend their skills. Children soon become disinterested and move on to other activities.
- The childminder places a great emphasis on developing early communication and language. She repeats and reinforces the correct pronunciation of words. The childminder extends children's language, introducing new words to expand their vocabulary. For example, when talking about different animals from around the world, children were able to recall prior learning and identify that a kangaroo was a marsupial.
- The childminder attends mandatory training, such as first aid, food hygiene and a wide range of safeguarding training. However, since her last inspection, the childminder has not undertaken any additional professional development to

improve her knowledge of the early years foundation stage. As a result, she lacks the knowledge and skills to raise the overall quality of the education to a good level. For example, the childminder acknowledges that children are able to count in sequence, but she does not support them to count or recognise the number of individual objects.

- The childminder promotes a love of books. Children enjoy a range of stories that are read to them. They cuddle on the sofa as the childminder engages them in the narrative for extended periods. Young children also take pleasure in picking their own book and carefully looking at the pictures with the childminder. Children are supported to develop a love of reading.
- Children benefit from daily fresh air, exercise and activities that offer physical challenge. They show good coordination as they ride on cars and tractors, play in the well-resourced sand kitchen and climb up the ladder on the climbing frame. The childminder encourages children to have healthy lifestyles. For example, they use good hygiene routines, rest when they need to and discuss healthy foods at snack time.
- Parents speak positively about the childminder. They say that their children are very happy to attend her setting and are making good progress. Parents feel supported by the childminder and value her advice. They describe the childminder as a 'second mum' to their children and it being like 'home from home'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She completes regular risk assessments of areas used by children to identify and minimise any risks. The childminder closely supervises the children in her care. She understands her responsibilities to record and report any concerns about the welfare of a child. The childminder is aware of who to contact should she need support from outside agencies regarding a child's welfare. The areas used for childminding are clean and well organised and the premises are safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure a written summary is completed for all two-year-old progress checks	30/04/2023
plan and implement suitably challenging experiences that build on what children already know and can do	30/04/2023

target professional development to identify gaps in knowledge, skills and practice that will raise the quality of education for all children.	30/06/2023
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Setting details

Unique reference number	221336
Local authority	West Northamptonshire
Inspection number	10263719
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 1997 and lives in Milton Malsor, Northamptonshire. She operates all year round from 8.30am until 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Annette Franklin

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 inspector viewed the areas of the childminder's home used for childcare.
- The childminder talked about her curriculum and how her provision is organised.
- 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 observed the interactions between the childminder and children.
- 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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