

Childminder report

Inspection date: 10 May 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are keen to arrive at the childminder's safe and welcoming home. They settle quickly and find activities that interest them. Children enjoy playing in the fresh air. They are supported to build their large-muscle skills as they throw and catch balls. They practise their coordination and balancing skills and are encouraged to hold out their arms as they carefully balance on beams. Children climb the steps of the slide, smiling as they swiftly travel down.

Children learn about the world around them, and they exclaim, 'Wow!' as they discover the seeds they have planted are growing well. They are helped to carefully fill their watering cans and water the plants to help them grow. Children are supported to complete number puzzles. They use their positional thinking skills to manipulate the pieces together, showing delight and clapping their hands as they achieve their task.

Children are helped to practise their small-muscle skills as they grasp pens and make circular marks. They use these skills further as they dress dolls, enthusiastically putting on hats and coats. Children grow their imaginative skills as they pretend to brush the dolls' teeth and then carefully put them to bed.

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

- The childminder ensures that the programme of learning she provides is ambitious and interesting for the children in her care. She observes children closely and plans activities based around their interests. Children make good progress in their development.
- The childminder helps children to learn about how to lead healthy lives. She provides nutritious snacks for the children in her care, and she teaches the children about the importance of looking after their teeth. The childminder supports parents to find local dentists for their children and provides activities that focus on healthy living and oral care.
- The childminder recognises children's emerging interest in numbers. She provides activities that help number formation and counting from one to five. However, at times, the childminder intervenes when children are playing independently. This does not fully support children to learn independently and at their own pace.
- Parents speak highly about the childminder. They comment that she provides a 'loving, educational and professional environment' for children to play and learn. The childminder shares information about the children on a daily basis. She helps parents to learn at home with their children, providing resources and books to enjoy. The childminder gains information about the children's interests and health prior to starting at her provision. However, she does not always gain

information about children's development beforehand to ascertain each child's starting points.

- The childminder helps children to learn about the world around them. They attend music and movement groups to help build their communication and social skills. Children visit local shops and build their literacy skills as they pretend to write letters for their family. They visit the local post office to buy stamps and post them to their home address.
- The childminder builds close relationships with the children in her care. Children show that they feel secure, as they climb onto the childminder's lap for a cuddle if they need one. The childminder warmly praises children when they make small achievements throughout the day. This supports children's emotional well-being and builds a sense of belonging at the childminder's provision.
- Children display positive behaviour in the childminder's provision. The childminder ensures that she gently reminds children about behaviour expectations and gives reasons why these are important. For example, when children try to climb up the slide instead of the steps, the childminder reminds children about the importance of listening to instructions and keeping themselves safe.
- The childminder is experienced and dedicated to her role. She attends courses to help enhance her understanding about child development. For example, a course on imaginative play helped her to reflect on the resources in her provision. As a result of this, she added everyday items such as large cardboard boxes to encourage open-ended thinking and imaginative play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she attends regular training to help support her knowledge on how to safeguard children in her provision. She understands the signs and symptoms to indicate a child is being abused, including protecting children from radicalisation and female genital mutilation. The childminder knows how to manage allegations and escalate her concerns, reporting this swiftly and efficiently. She conducts regular risk assessments to ensure that children are not exposed to hazards within her home. She knows how to protect children when they are on outings and minimise any potential hazards which may arise.

What does the setting need to do to improve?

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

- allow children to make choices during their play, to further support their growing independence skills
- strengthen the information gained when a child first starts, to understand children's developmental starting points.

Setting details

Unique reference number	257352
Local authority	North Northamptonshire
Inspection number	10264019
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	2 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in Raunds, Northamptonshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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 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.
- Children communicated with the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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