

# Childminder report

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Inspection date: 24 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and settled in the childminder's home. They form secure bonds with the childminder and approach her if they need support or reassurance. Children develop positive friendships with each other and excitedly wait for their friends to arrive. They confidently explore the childminder's home and select from a range of resources and activities. For example, children choose dressing-up clothes from the trolley and dance happily to the music.

The childminder praises children and gives them reassurance to enhance their self-esteem. As children play, she models how to take turns and share resources. This helps to support children's personal, social and emotional development. Children enjoy pretend play. They show an interest in a variety of play food in the role-play kitchen. The childminder encourages children to think about the different food types they see and prompts discussions about healthy and unhealthy food choices. Children develop early mathematical concepts as they use pretend money to pay for the play food. The childminder joins children in their play and supports them to extend their understanding of money as they buy and sell the food.

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

- The childminder plans a broad curriculum to help children make progress in their learning. She understands the impact the COVID-19 pandemic has had on some children's social skills and their communication and language development. She makes good use of local groups to support the children's confidence in larger social situations, and plans to attend additional groups as they begin to open in the local area.
- The childminder carries out statutory assessments of children's progress and regularly observes children to understand what they already know and what they need to learn next. Generally, children are enthusiastic to learn and show good levels of engagement in activities. For example, they enjoy watching the patterns of the leaves appear on the paper as they rub wax crayons across them. However, the childminder does not always refine her planning to ensure that the content of group activities engages all ages of children, to better support their learning.
- Children engage in meaningful conversations with the childminder and their peers. The childminder continually talks with children and introduces new words as she narrates their play. For example, as children explore the dental kit, the childminder talks about teeth cleaning routines and describes how the toothbrush and toothpaste clean away the 'plaque'. Children develop their motor skills as they move the toothbrush back and forth across the teeth to clean them.
- Overall, the childminder helps children learn about health and safety routines.

She ensures that children are provided with healthy lunch boxes and have regular access to fresh air and exercise. Children have a good understanding of healthy food groups and know that water is 'good for you'. However, the childminder does not always support children to follow good hygiene routines. She does not consistently ensure that children wash their hands before eating or explain the importance of this to them. As children play, she does not always ensure that floor spaces are clear from toys or discuss the reasons for this with children.

- The childminder works closely with parents from the start. They comment on the childminder's 'professional' manner and state that they value the regular updates on their children's learning and development. There is a two-way flow of information between home and the setting. Parents report that their children have made good progress in their communication and language development since being at the setting, and that the childminder is always on hand to support learning at home.
- The childminder attends statutory training, such as first aid. She has completed training to enhance her understanding of working with children with special educational needs and/or disabilities. However, the childminder does not fully reflect on her practice to identify areas for professional development, to enhance provision even further for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to safeguard children. She undertakes training to ensure she is informed in all aspects of child protection, including wider issues, such as female genital mutilation and county lines. She recognises the possible signs and symptoms that may indicate a child is at risk of abuse and knows the procedures to follow should she have a concern about a child's welfare. The childminder is aware of good sleep practices, and ensures that children are regularly checked when sleeping. She understands what action needs to be taken if an allegation is made against her or a household member.

## **What does the setting need to do to improve?**

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

- develop a sharper focus on planning to ensure that the needs and developmental stages of all children are supported to ensure they make the best possible progress
- improve safety and hygiene routines and provide children with consistent messages about good safety and hygiene practices
- identify opportunities for further training and continuous professional development that will continually enhance the provision for children.

## Setting details

<b>Unique reference number</b>	EY419687
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10289581
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	29 November 2017

## Information about this early years setting

The childminder registered in 2011 and lives in Kettering, Northamptonshire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carly Parkinson

### 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 her and has taken that into account in their evaluation of the provision.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.

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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