

# Childminder report

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Inspection date: 28 February 2024

<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

The childminder develops warm relationships with the children in her care. She gets down to their level, fully engaging in their play. The childminder knows the children well and provides purposeful activities to meet children's interests and next steps. Children giggle with excitement as the childminder leads song time. The childminder sings with enthusiasm as children do the familiar actions to their favourite songs. They use their muscles, stretching and bending, as they wave their scarves up high and down low. Children listen intently as the childminder suggests what animals they could be. They eagerly jump up and down pretending to be rabbits and stomp around pretending to be dinosaurs. This helps children's developing physical skills.

The childminder supports children to behave well. She encourages children to share, use manners and take turns. When children want the same resource, the childminder swiftly intervenes and gently explains how they can play together. The childminder recognises the importance of children understanding their emotions. She uses books and emotion mirrors to help children to name different feelings. Children identify the book characters' feelings based on their facial expressions. The childminder helps children to understand how to be safe. For example, when children run indoors she explains they may slip and hurt themselves.

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

- Parents are overwhelmingly positive about the care their children receive from the childminder. They state they have seen progress in their children's confidence and communication skills. The childminder ensures that she shares information with parents on a daily basis.
- The childminder encourages children's growing independence skills. Children freely choose which resources they want to play with and help the childminder to tidy away toys. They wipe their faces after lunch. Children feed themselves and the childminder gently supports them to open their own food packets. This helps children learn to do things for themselves.
- The childminder supports children's developing social skills. She takes them to play groups and the local library, which enables them to socialise with other children. Children readily role play with their friends. They pretend to be doctors, laughing as they take turns to listen to their heartbeats and check each other's throats. The childminder encourages them to tell each other where they are hurting and how they can be made better. This helps children's use their imagination.
- The childminder ensures mathematical language is embedded in children's play. She supports children to learn about colour, speed, shape and size. Children make choices about which colour plate they want at lunchtime. When children

get confused between similar colours, the childminder helps them compare the plates. Additionally, children carefully pick up small colourful rings and place them on wooden pegs. The childminder counts with children to see how many rings they can stack on the pegs. This activity helps children strengthen their small muscles.

- The childminder embraces children's interest in the world around them. She provides multiple opportunities for children to be outdoors and explore the natural world. For example, children excitedly recall a recent outing when they found centipedes under logs. The childminder encouraged children to talk about what centipedes look like and what other bugs they found. This helps children's growing conversational skills.
- The childminder values her own continuing professional development. She undertakes regular training and gathers feedback from parents through questionnaires. This enables her to evaluate her setting and develop her provision further. In addition, the childminder is part of a childminder group who share best practice and ideas with each other.
- The childminder plans a variety of activities to support children's interests and build on their knowledge and skills. However, occasionally, she does not fully consider whether the spaces where children are playing can fully support their learning. This does not help the childminder to deliver the learning intentions of the activity. For example, a planned play dough activity has too many resources set out and children have no space to manipulate the dough. This results in them leaving the activity.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- organise all activities and the environment in which they are to be delivered in such a way that children can engage with them and benefit from the experience.

## Setting details

<b>Unique reference number</b>	EY393124
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10312229
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	24 April 2018

## Information about this early years setting

The childminder lives in Weldon, Northamptonshire. She registered in 2009 and has a level 2 qualification. She operates her provision from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Hyatt

### Inspection activities

- This was the first routine inspection the provider 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 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.
- The inspector observed the interactions between the childminder and children.
- 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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