

Childminder report

Inspection date: 10 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited to spend their time with the childminder. She provides a warm and nurturing atmosphere. This helps children who are new to the setting settle quickly. The childminder knows the children well and is responsive to their needs. For example, she is quick to identify when children need additional support when trying a new skill, such as using the rolling pin to roll out play dough. She plans activities that engage children and build on children's learning. As children draw, the childminder talks about the colours they are using, helping them identify the ones they do not know. Once they have finished, the childminder displays their creations on her fridge, showing she values what they do. This helps to build children's self-esteem.

The childminder supports children to behave well. She gently reminds children how to be safe, for example, encouraging them to sit on a chair and to use walking legs inside the house. When young children display challenging behaviour, the childminder calmly talks to them. She provides different strategies to help children regulate their developing emotions and behaviour. Children respond well and are quick to refocus their learning with the childminder's support.

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

- The childminder has a good understanding of how children learn. She structures her curriculum by taking the children's interests, and developmental needs into consideration. The childminder observes and assesses children's learning and uses this information to identify gaps in their learning. She plans a range of experiences and activities to build on what children need to learn next. As a result, children make good progress in their learning.
- The childminder promotes children's physical development well. The childminder takes children to local parks where they practise climbing, balancing, and jumping. They explore the childminder's large garden, playing chase with their friends, negotiating steps with confidence, and kicking balls into a football net. Children strengthen the muscles in their hands as they squeeze play dough and pick up objects using tweezers in preparation for early writing skills.
- Overall, children make good progress with their communication and language. The childminder helps children extend their vocabulary by introducing new words, for example, lilac and violet, when looking at different shades of purple. The childminder engages children in conversation and she asks questions to check their knowledge. However, the childminder does not give children time to respond to questions and develop their thinking and conversational skills.
- The childminder plans regular outings with other childminders to promote children's social skills. She arranges regular visits to playgroups, parks, nature areas and a local care home. This provides opportunities for the children to meet

a range of people and develop an awareness of the wider world.

- The childminder supports children with special educational needs and/or disabilities (SEND). She uses her observations and discussions with parents to identify areas where children require additional help. The childminder liaises with the local SEN team and early years settings to support children effectively. In addition, she researches information that she can use to help the children with additional needs in her care.
- The childminder supports children with some independence and self-care skills. For example, she provides a step ladder that allows children to wash their hands by themselves and encourages them to tidy up their toys. However, opportunities for children to further enhance their independence skills are not used effectively. For example, the childminder does not encourage the children to put on their shoes to go outside to play, pour water into their cups at snack time, or open food from their lunch boxes.
- The childminder develops strong bonds with the parents. She shares information with them about their children's day and learning. The childminder provides support for parents, such as with potty training and ways to support behaviour at home. This ensures consistency in the care and development the children receive. Parents comment that their children form strong, nurturing supportive bonds with the childminder and it is like a second home.

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:

- allow children time to think and respond to questions to support their communication and language skills
- maximise opportunities for children to manage their self-care to extend their independence skills

Setting details

Unique reference number	2756915
Local authority	North Northamptonshire
Inspection number	10349423
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Kettering, Northamptonshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 spoke to parents and considered their written feedback for the inspection.
- 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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