

# Inspection of Dodd, Rebecca

55 Rushmere Way, Rushden NN10 6YB

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Inspection date:

16 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children have opportunities to prepare their own lunch, such as making wraps with healthy fillings. The childminder asks children to take it in turns to choose what fillings they would like, encouraging them to share and make choices about what they want to eat. Children are encouraged by the childminder to develop their imagination. For example, children are excited to go with her on a pretend car journey to a grocery shop. They are reminded by the childminder to wear seat belts when they are in a car, helping them to understand how to promote their safety. When children pretend to reach the shop, they are given paper bags and use pretend money to buy real fruit and vegetables. The childminder helps children to develop their understanding of size. For example, she talks to them about some vegetables being massive, using her hands to help children to understand the size.

Children are able to revisit prior learning to secure their knowledge. For example, children show visitors the pictures they draw of soldiers wearing poppies for Remembrance Day. The childminder shows children a television programme about Remembrance Day that is suitable for the ages of the children. This helps to embed their understanding of the meaning of poppies. Children say that the poppies are for the soldiers.

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

- The childminder shares information with parents about activities children enjoy and their achievements. Parents say that the childminder and her assistant are key people in their children's lives. They explain how their children march in with confidence and treat the childminder's home as their second.
- The childminder and her assistant extend their professional development. For example, the childminder completes training courses to help her to support children's emotional well-being through bereavements in their families. The childminder's assistant completes safeguarding training to keep his knowledge current about how to promote children's safety.
- The childminder and her assistant reflect on their practice and identify ways to improve outcomes for children. Recent changes to the garden provides further opportunities for children to develop their physical skills and imagination. For example, children negotiate different level surfaces in the garden to develop the strength in their legs. The childminder's assistant asks children to look for treasure when they play on a wooden pirate ship.
- Children have opportunities to broaden their learning. For example, when the childminder provides children with activities to reflect cultures they celebrate at home, other children benefit from extending their knowledge of similarities and differences in families. However, during some planned activities, the childminder struggles to engage children right from the start and it becomes chaotic. This

means that children do not get the most from the learning experiences offered.

- Children learn how they can keep themselves safe. For example, the childminder and her assistant talk to them about road safety when they walk with children in the street. The childminder talks to children about not talking to strangers and asking the owners before they stroke their dogs.
- The childminder's assistant offers children a range of home cooked nutritious foods, promoting a healthy diet. He helps children to learn about how to make healthy choices around food. For example, he tells children that the food that is grown, is good for them.
- The childminder gathers information from parents when children first start about their prior abilities. She uses this information, along with her own observations and assessments of children's development, to plan for their learning. For example, children are given safety knives to cut up fruit. The childminder's assistant holds the fruit and explains that they need to move the knife back and forth. This enables children to complete the task on their own.
- Children are very keen to share their thoughts and views with the childminder, showing their confidence in speaking skills. However, occasionally, the childminder does not consistently encourage children to take turns in conversations and to listen to the views of others. This results in several children trying to talk to the childminder at the same time.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in the environment. For example, she ensures that garden gates and the front door is locked. Cameras are located around the outside of the building, alerting her to any visitors to her home. This helps to promote the safety of children. The childminder and her assistant understand how to identify if children are being exposed to abuse, neglect or extreme views. They know where to report any concerns they may have regarding children's safety or if an allegation of abuse is made against themselves.

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

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

- strengthen interactions during planned activities to help engage children right from the start, so they get the most from the learning offered
- find ways to encourage children to take turns in conversations and to listen to the views of others.

## Setting details

<b>Unique reference number</b>	EY466078
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10308420
<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 12
<b>Total number of places</b>	12
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Dodd, Rebecca
<b>Telephone number</b>	07772 675175
<b>Date of previous inspection</b>	20 March 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Rushden, Northamptonshire. She operates all year round from 7.30am until 6.15pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 6 qualification and works with her husband who is her assistant.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the childminder has 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 and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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