

Childminder report

Inspection date: 7 May 2025

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 happy and well cared for by the welcoming childminder. She offers a homely environment that supports children's learning. For example, children's imagination and creativity are enhanced as they use the pretend kitchen to re-enact home life. Children show they feel safe and secure in the childminder's care as they seek her out for comfort and reassurance. Children snuggle into the childminder as she reads their favourite stories. The childminder prompts them to join in, repeat key phrases and name objects from the story. This helps to develop children's communication and language skills.

The childminder has developed a well-balanced curriculum that offers children a variety of experiences. For example, children travel on a bus to the local museum, where they learn about historical events. They socialise and make new friends as they visit weekly playgroups. Children benefit from fresh air and exercise as they enjoy walks to the local park, where they use apparatus to climb and balance. The childminder helps children to learn about wildlife on outings. Children confidently talk about how they have found seeds from a tree that look like caterpillars. They laugh and wiggle their finger like a caterpillar, demonstrating their understanding of how this insect moves. These experiences help children gain knowledge and understanding of the world around them.

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

- The experienced childminder uses her vast knowledge of child development to assess children's learning and identify what they need to learn next. However, the childminder does not use her assessment of children precisely enough. Occasionally, she provides activities that are too easy for children. That said, children make good progress in all areas of their learning and development.
- The childminder provides opportunities for children to practise new skills. For example, she offers basketball hoops of different heights for children to practise throwing a ball into a hoop. However, sometimes the childminder does not respond swiftly enough to adapt activities when children accomplish a new skill. This could hinder children's ability to progress quickly in their development.
- Children's communication and language skills are well promoted by the childminder. She teaches children a variety of action songs. Children joyfully join in while doing the actions, reinforcing their vocabulary through active and engaging play. The childminder talks to children as they play. She helps young children name different fruits, such as pineapple and mango. The childminder uses words to help children describe what they are doing, such as chopping and peeling. Children learn to speak well and enjoy engaging in conversations with each other as they play.
- The childminder skilfully incorporates mathematics into everyday play. She

regularly uses mathematical language when talking to children, such as when they discuss the toys that they play with. This helps children identify shapes and sizes. Children confidently count out loud as they find magnetic numbers and place them on a board.

- The childminder's patience and encouragement supports children to have a positive attitude to their learning. For example, when children find it tricky to use small keys to open locks, instead of becoming frustrated, with a little support they are able to skilfully turn their key and open the doors to reveal the animal inside. This helps children to develop a strong sense of resilience.
- Children learn kind and caring behaviour from the childminder. They are encouraged to take turns and share as they play. For example, children know to share the wooden knife as they chop pretend fruit. The childminder provides constant praise, helping children to feel proud of their achievements.
- The childminder encourages children to independently manage their self-care needs. For instance, children know to wash their hands before they eat and after they go to the toilet. Before children go outside, the childminder encourages them to gather and put on their own shoes.
- Parents say their children are doing well in their learning and development, especially with their communication skills. Parents appreciate the advice that they receive from the childminder about how to support their child's learning at home, and her advice on subjects such as toilet training.
- The childminder reflects on her practice and considers ways she can improve. She takes part in monthly webinars that broaden her skills and knowledge. This helps her to enhance experiences for children and provide good-quality teaching.

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:

- use assessment more precisely to plan next steps that offer children appropriate challenge
- respond swiftly to adapt activities when children accomplish a new skill so that children can build on what they know and can do without delay.

Setting details

Unique reference number	220356
Local authority	West Northamptonshire
Inspection number	10388496
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 July 2019

Information about this early years setting

The childminder registered in 1984 and lives in Northampton. She operates all year round, from 6.45am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parent 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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