

Childminder report

Inspection date:

19 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly when they arrive at the childminder's home. Young babies snuggle into her. Older children are keen to share with the childminder about their home experiences. They quickly say goodbye to their parents and go inside. The childminder knows the children she cares for well, and recognises when they need to have a sleep or when they are getting hungry.

Children share well with their friends and are praised by the childminder. For example, they take turns to push a doll around in a pushchair. Later, they take turns to wash a ride-on car with soap and water. However, the curriculum for children is not yet fully embedded. Although the childminder has a secure knowledge of child development, she does not always use this purposefully to plan children's next steps in development, therefore, next steps for children are not always appropriate. This means the childminder does not always accurately build on what children know and can do.

The childminder encourages children to be independent. At snack time, children come to the snack table and help themselves to different fruit and breadsticks. Children chop up their own banana and are developing their skills at using a knife. The childminder encourages children to say please and thank you. She praises children when they remember to tidy-up toys before going outside. The childminder has high expectations of what children can do.

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

- Since her last inspection, the childminder has accepted support from the local authority. The childminder now knows how she is going to plan an effective ambitious curriculum for children, but this is not yet fully embedded or sequenced correctly. The childminder recognises this and knows how she wants to improve further, with time.
- The childminder knows each child well as an individual. Her knowledge of what children already know is strong. However, her understanding of what children need to know next is not as secure. At times, activities are not challenging enough for children, or are too easy to ensure they make good progress. On occasions, children struggle to maintain their interest with activities and quickly move on to something else.
- The childminder supports children to develop their communication and language skills. She repeats words back to children when they struggle with the pronunciation of words. When the childminder feels children need additional support with their speech and language from outside agencies, she speaks to parents. She promptly refers children for any extra help they need.
- The childminder provides children with many opportunities to develop their

physical skills. Children experience time every day outside in the childminder's garden, or visit the local park. Babies develop their skills of crawling. The childminder places interesting and exciting objects at their height to encourage children to stand, balance and reach to explore them. Older children balance on stepping stones and consider how much space they need to do so without bumping into each other.

- Parents feel the childminder is approachable and caring. They comment that she finds out all about their children before they start with her. Parents feel they are part of the childminder's family and she is respectful of their wishes. For example, the childminder finds out about the language children use at home and supports children to use key words from their home language while at her setting. Parents appreciate the updates the childminder sends them throughout the day, including of photographs of activities their children have enjoyed engaging with.
- The childminder introduces mathematical language as they play. For example, as children balance on stepping stones language, such as big, medium and small, is included in the childminder's interactions. The childminder addresses any mathematical misconceptions as they occur. For example, when children say nine and one more is eleven, the childminder encourages children to recount to check.
- Children learn about being healthy. They learn about the importance of brushing their teeth. The childminder provides children with a range of home-cooked, nutritious meals and snacks. The childminder states that parents feedback that children eat a wider range of different foods at home after trying them with the childminder.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the curriculum is sequenced appropriately so that activities build on what children already know and can do	19/09/2025
develop precise next steps for each individual child.	19/09/2025

Setting details

Unique reference number	220444
Local authority	West Northamptonshire
Inspection number	10395222
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	2 to 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	24 February 2025

Information about this early years setting

The childminder registered in 2000. She lives in Daventry, Northamptonshire. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. She works with an assistant two days a week, who also holds a level 3 qualification. She offers government funded places for children aged from nine months to four years.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their curriculum.
- 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 the children.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to an assistant.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025