

# Childminder report

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Inspection date:

24 February 2025

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children's safety and welfare are not assured. The childminder does not fully understand her role and responsibility to safeguard children. She lacks a clear understanding of the process to follow should she have a concern about a child. Furthermore, she is unsure of the signs of possible radicalisation and grooming, and the impact this may have on children and young people in her care.

Children are settled and show they feel secure as they snuggle up to the childminder and seek her out for comfort, for example, when they are tired. The childminder knows the children well and ensures that their emotional well-being is supported and their care needs well met. However, she does not consistently plan activities that help children build on what they already know and can do. For example, when children play with numbers and letters in a tray, she does not consider how to develop their learning through this to increase their existing knowledge. As a result, most learning that does occur is incidental and children soon lose interest.

Despite these gaps, children enjoy their time in the childminder's care and have positive relationships with her. Children's physical development is supported and they show good small-muscle control as they roll and cut play dough. However, the childminder does not ensure that children access the outdoors every day. Therefore, children are not provided with opportunities to develop their skills in a different environment.

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

- The childminder understands how to recognise some signs of potential harm to children. However, she does not have a clear understanding of who to report any concerns about a child's welfare to. Furthermore, she has a poor understanding of the role of the local authority designated officer for safeguarding and how to report concerns about an adult who may have harmed a child. The childminder's knowledge of the 'Prevent' duty guidance is not secure. These gaps in safeguarding knowledge negatively impact on the childminder's ability to maintain children's safety and welfare.
- The childminder ensures children have access to a large range of activities and resources to support their play. However, the curriculum is not consistently planned or implemented to help children make at least good progress. Activities on offer often lack challenge or intent. While the childminder does play with children, she does not always use what she knows about their learning to help them make better progress.
- The childminder attends mandatory training, such as paediatric first aid, to enable her to respond appropriately to any accident a child in her care may

have. However, she has not reviewed or developed her practice well enough, to help her improve the quality of her teaching. This impacts negatively on the progress children make in her care.

- The childminder ensures all children are provided with a healthy and balanced diet. She encourages children to develop good hygiene skills, offering gentle reminders to wash their hands before snacks and after using the toilet. However, she does not ensure that children have daily access to the outdoors to promote their good health and well-being. This then limits opportunities for children, such as being able to run with control or learn how to climb safely.
- The childminder talks to children as they play and reads stories to help them to learn a range of words. However, at times she does not build on children's speaking skills. When children mispronounce words, she does not repeat them back to them with the correct pronunciation, so they are able to hear how the word should be said.
- The childminder works well in partnership with parents. She shares daily information with them, through photos and messages, about how children have settled and the activities they take part in. The parents comment that the childminder provides a real 'home-from-home' experience, and knows how well cared for their children are.
- The childminder manages children's behaviour appropriately. She supports this through positive praise and encouragement. Children begin to play alongside each other and are shown how to share and take turns, for example, with the play dough. The childminder praises them for their good behaviour, which helps children develop positive self-esteem.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not 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 and Childcare Register the provider must:**

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                                                                                                                                                                                       |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ensure all those working with children have a thorough knowledge and understanding of how to safeguard children, and are able to identify those children who may be at risk of harm, including what to do should there be an allegation about an adult who lives or works in the home | 17/03/2025 |
| develop an understanding of how to offer every child an ambitious and worthwhile curriculum to ensure children are able to make more rapid progress in their learning                                                                                                                 | 24/03/2025 |
| ensure professional development opportunities are explored to help develop knowledge and understanding of how children learn and develop                                                                                                                                              | 24/03/2025 |
| ensure all children have daily access to the outdoors.                                                                                                                                                                                                                                | 10/03/2025 |

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

- improve the modelling of the correct pronunciation of words to support children's communication and language skills even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 220444                                                                            |
| <b>Local authority</b>                             | West Northamptonshire                                                             |
| <b>Inspection number</b>                           | 10381574                                                                          |
| <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> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Date of previous inspection</b>                 | 23 October 2019                                                                   |

## Information about this early years setting

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

## Information about this inspection

### Inspector

Alexandra Brouder

### Inspection activities

- The childminder led the inspector on a learning walk and told the inspector about what they want the children to learn.
- The inspector observed the quality of the interactions between the childminder and the children, and assessed the impact on the children's learning.
- The inspector observed the quality of education being provided indoors and assessed the impact that this is having on the children's learning.
- The inspector spoke with the children during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents shared their views of the setting with the inspector.

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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