

Childminder report

Inspection date:

15 January 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

Met

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the childminder's. They sit and play with their friends. Children seek out the childminder when they need a cuddle. This shows they feel safe and secure in her care. The childminder can talk about the children and their development and, overall, they make progress. She organises her environment with a range of toys that engage children and allow them to follow their interests. For example, children choose puzzles of their favourite characters, which they complete with ease. However, weaknesses in the sequencing of the childminder's curriculum mean that not all activities support the next stage of children's development. For example, the childminder does not promote activities to support the development of young children's hand strength and dexterity, ready for moving on to the next stage, such as holding a pencil.

Children behave well. The childminder encourages children to share. At tidy-up time, she supports children to take turns as they put the toys away. She models positive interactions with the children, such as praising them when they name different-coloured building bricks. The childminder reinforces the rules in her setting, for example reminding children to sit at the table when they have food in their mouths. This helps children to understand her expectations and keep themselves safe.

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

- Overall, the childminder talks about what she wants the children to learn. However, her curriculum is not well sequenced. She has not considered the individual needs of each child to ensure they have secured their knowledge and skills in the prime areas of learning. Consequently, children do not have the solid foundations to effectively access all areas of learning and development.
- The childminder fosters a love of books. She ensures there is a selection of both familiar and new stories for children to choose from. Children eagerly sit on the carpet, waiting for their favourite story to be read. The childminder brings the story to life using voices for the different characters. She occasionally pauses, waiting for the children to join in with some familiar phrases.
- Overall, children's care needs are met. The childminder talks about the children and any development concerns she has. However, the childminder does not act on her concerns. She has not worked with parents or other professionals to ensure children have the opportunity to receive the additional support they might need to be ready for the next stage of their education.
- Generally, the childminder interacts well with the children. She engages in conversations with the children, asking questions as they play. She introduces new words, such as 'sparkly' as they talk about different features of an item. However, during her interactions, the childminder does not always support

children by modelling the correct pronunciation of words. Occasionally, she does not respond to the children when they speak to her if she is not sure what they have said. Consequently, children are not consistently supported with their emerging speech and language development.

- The childminder assesses the children through observations and her interactions with them. However, not all assessments are accurate. As a result, in some areas of learning, children are moved on too quickly and they are not secure in the knowledge and skills they need to build on what they already know. For example, the childminder talks about children's next steps in mathematics being to add groups of objects together. However, children are not secure in their understanding of how many objects are in a group.
- The childminder supports children to practise self-care skills. They wash their hands before eating and after using the toilet. She encourages them to open packets from their packed lunch box and to eat carefully with a spoon. She reminds children to drink their water, which is always available for them. Children take their own plates out to the kitchen once they have finished with them.
- Overall, children are confident to try some new experiences, such as trying to peel their orange at snack time. However, children are also quick to ask for help, for example when their train will not move along the track. The childminder instinctively fixes the issue, rather than encouraging the children to try and solve the problem themselves. As a result, children do not develop resilience and the problem-solving skills needed to tackle challenges independently.

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 and Childcare Register the provider must:

	Due date
plan and deliver a well-sequenced curriculum to ensure all children have a solid foundation in the prime areas of learning so that they are ready to move on to the next stage of their development	31/03/2025

ensure any concerns about children's development are acted upon swiftly so that all children receive the support they need to be prepared for the next stage of their education	28/02/2025
use information from assessments of what children already know and can do to better shape teaching and learning experiences for each child.	31/03/2025

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

- strengthen interactions to support children's speech and language development
- provide opportunities for children to be able to solve problems and build their confidence and resilience for future learning.

Setting details

Unique reference number	220452
Local authority	West Northamptonshire
Inspection number	10367435
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 February 2019

Information about this early years setting

The childminder registered in 1997. She lives in Daventry, Northamptonshire. The childminder holds an early years qualification at level 3. She operates all year round from 9am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The childminder led the inspector on a learning walk and told the inspector about what they want children to learn.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- The inspector spoke with children during the inspection.
- The inspector considered written feedback from parents.

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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