

Childminder report

Inspection date:

17 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy attending and settle quickly on arrival. The childminder provides a homely environment, and children respond positively to her kind and caring approach. They show they feel safe and secure as they help themselves to the activities on offer.

Children have a positive attitude to their learning. They take part in activities with enthusiasm and excitement. They listen carefully and attentively as the childminder reads stories to them. They accurately predict what might happen next as they lift book flaps with excitement.

Children build on their physical development as they use scoops and spoons to fill containers with rice. While searching for animals hidden in the rice, the childminder prompts them to identify the animals and imitate their sounds. She supports their pronunciation of new words and offers lots of praise and encouragement for their efforts.

Children enjoy engaging in imaginary play. The childminder supports them to share, take turns and be kind to their friends as they pretend to cook for each other. The childminder uses daily routines to help children understand what is expected of them. For example, she reminds them to tidy away toys before starting a new activity. Children happily join in and follow these instructions with ease. This helps them learn to respect their environment.

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

- Since the last inspection, the childminder has worked hard to implement positive changes to her provision. She has worked alongside her local authority and completed additional training to develop her curriculum. This has had a positive impact on the quality of education and children's learning. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- The childminder provides a well-planned curriculum that successfully promotes children's independence and social skills in preparation for school. She offers a wide range of activities that build on what they know and can do. However, when planning activities, she sometimes tries to implement too many learning outcomes at once. This means that, although children enjoy and engage in the activities, the childminder is not consistently clear about the precise skills and knowledge she wants children to learn next.
- Support for children's communication and language is very good. The childminder frequently engages children in conversations, sings songs and reads aloud as children play. She seeks advice from other professionals and plans

activities that support children's speech and language development. For example, children take part in a daily action story, where they move their face and tongue to strengthen the muscles that support their pronunciation of words.

- The childminder introduces some mathematical language, such as counting out loud and recognising shapes. However, the childminder's curriculum for mathematics is not promoted as well as it could be. Children are not consistently introduced to early mathematical concepts, such as comparing size, shape and weight.
- The childminder supports children to develop their physical skills. Children concentrate as they build with construction resources and use their hand-eye coordination to carefully fit puzzle pieces together. During outings, they visit indoor and outdoor play areas where, children can climb, balance and jump, developing stamina and strength.
- Children gain good health and self-care skills. The childminder encourages them to follow good hygiene routines, including washing their hands before mealtimes and putting on their own shoes and coats. In addition, she encourages the children to collect the apples and pears from her trees and talks about the benefits of eating fresh fruit and vegetables.
- The childminder celebrates children's cultural backgrounds and family traditions, such as through stories, food and activities. Children learn where their peers are from by exploring different cultures and traditions. This helps children to develop an understanding of the wider world.
- The childminder works extremely closely with parents. She shares developmental information and offers advice and support in areas, such as healthy eating and toilet training. She shares children's next steps in learning and offers ideas on how they can continue learning at home. This ensures children receive a consistent approach, helping them make good progress in their learning and development.

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:

- strengthen the focus on promoting children's next steps in learning during activities
- implement mathematical concepts into everyday play to help children gain a understanding of mathematical language.

Setting details

Unique reference number	220452
Local authority	West Northamptonshire
Inspection number	10389161
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 January 2025

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 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides government funded early education.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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