

Childminder report

Inspection date: 5 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident within this childminding setting. They are comfortable and engage enthusiastically in their play. The childminder provides a calm and relaxed home-from-home environment. Her gentle and caring approach promotes strong relationships, ensuring children feel safe and secure.

The childminder's curriculum prepares children well for future learning. Children are encouraged to be independent through daily routines. For example, children hang their belongings on their named pegs and put on their own shoes before going outside. Children make choices in their play as they select from the wide range of resources on offer. For instance, children select from a box of tools to help them chop, cut and roll out dough. Children listen well and are keen to be helpful. They are delighted and have big smiles when the childminder praises them for helping. This means children are learning to follow rules and understand instructions.

Children enjoy a wide range of daily outings. They build on their physical strength and stamina as they walk to parks and woodlands where they explore climbing equipment. Children learn the safety rules while out on walks. They know to hold on to the pushchair, stay close and to stop and look for dangers, such as cars. This helps children learn to keep themselves safe.

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

- The childminder offers a curriculum that includes planning activities that interest children and are suitable for their age and stage of development. For example, she provides a variety of scoops, grabbers and pots as children explore and investigate coloured rice. The childminder talks to the children while they are playing. However, at times, she does not always challenge children's thinking during activities to help them to know more and learn more.
- Overall, the childminder supports children's language skills well. She reads stories, sing songs and engages in conversations as children play. However, the childminder does not consistently build on children's vocabulary as they explore. For instance, when children play with the farm, the childminder does not help them to use the correct words for baby animals. This does not fully support children to build on and extend their vocabulary.
- The childminder skilfully weaves mathematics into her practice throughout the day. For example, she helps children to count out loud and supports them to recognise numbers in the environment. When children prepare snack, she talks about cutting apples into halves and quarters. This supports children in gaining a good understanding of early mathematics.
- Children develop strength and coordination through, for example, planned activities, such as using tweezers to pick up objects. The childminder introduces

tools, such as rolling pins, scissors and cutters. This helps to support children's fine motor skills and to develop muscle strength in their hands in preparation for early writing.

- Children are well behaved. The childminder reinforces positive behaviour, such as reminding children to share resources and use kind words. She talks to children in a calm and caring manner and gives clear explanations, helping children to know what is expected of them.
- Children are learning good habits to keep themselves healthy. For example, they know to wash their hands after using the toilet and put their tissues in the bin after wiping their nose. The childminder provides children with healthy snacks and helps them to learn about where food comes from and how it is grown. Children explore apple seeds as the childminder explains how they can grow an apple tree from the seed.
- The childminder develops good relationships with parents and keeps them well informed about their children's day. Written comments from parents include nothing but praise for the childminder. They say that their children enjoy attending and comment positively on the progress their children have made.
- The childminder evaluates her setting. She identifies strengths and weaknesses and seeks advice from her local authority when needed. She attends training on issues such as safeguarding, child protection and the early years foundation stage. This ensures her knowledge and understanding remain current.

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:

- focus more precisely on challenging children's thinking skills during activities
- strengthen communication with children further, to extend their vocabulary beyond what they already know and can say.

Setting details

Unique reference number	220674
Local authority	North Northamptonshire
Inspection number	10394652
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	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 1996 and lives in Rothwell, Kettering. She operates all year round from 7.30am to 6.30pm, 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 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 the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder spoke to the inspector about children's learning and development.
- 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 read parents' reviews of the childminder's setting.
- 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