

Childminder report

Inspection date: 9 April 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 very happy and confident as they arrive at the childminder's home. Children show excitement of seeing their friends and quickly become engaged in their play. The childminder builds good relationships with children. They cuddle her when they need comfort or reassurance. The childminder uses her knowledge of child development to sequence learning. This allows her to move children on to their next steps, for example, by providing activities for young children to develop the muscles in their hands, such as using pegboard puzzles and different-sized cutters and spoons in the sand tray.

Children behave well. The childminder models good manners that children begin to use as they play with their friends. She helps them to understand about sharing and taking turns from an early age. Children behave well and are kind to one another. They invite them to join their play as they pretend to make cookies in the sand. Older children enjoy helping their younger friends. They explain how to do tasks that younger children find difficult, such as to push down on a shape cutter to create shapes. As they push the cutter together, the childminder gives them lots of praise and encouragement. This raises their self-esteem and confidence.

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

- The childminder knows the children well. She works with parents to find out their interests and individual needs. This means she can offer a broad curriculum and plan a good range of activities. For example, the childminder takes the children on a visit to the local farm after she observes them playing with the toy tractors and animals. The childminder makes regular observations to help her closely monitor children's progress. This helps her build on what children know and can do.
- The childminder supports children's physical development. Children have access to daily outside time in the childminder's garden. Children run around the garden playing chase with their friends. The childminder supports younger children to climb up the ladder of a slide, reminding them to use one foot and one hand at a time. Older children learn to kick a ball and ride on scooters with confidence and balance.
- Overall, the childminder supports children's communication and language development well. The childminder speaks to children during their play and narrates what they are doing. She introduces different strategies, such as communication cards, to help children with their developing communication. However, the childminder does not use these consistently. As a result, not all children make the progress they are capable of.
- Children enjoy exploring books with the childminder. They eagerly select stories from a wide range of books. Children snuggle up with the childminder as she

encourages them to turn the pages. She introduces new vocabulary, such as centipede and caterpillar, as children giggle with glee waiting to see what insects they can find on the next page.

- The childminder has developed strong relationships with parents. Parents value the daily updates on what their child is learning. The childminder provides them with ideas on how to continue their learning at home, such as nursery rhymes they have been singing. Parents are confident that their children are happy, safe and settled. They describe the childminder as 'amazing' and feel that she goes above and beyond to provide a home-form-home experience for the children.
- The childminder encourages children to develop some independence and self-care skills. Children learn to wipe their noses, and the childminder encourages young children to feed themselves. However, in more daily routine situations, such as preparing to go outside, the childminder puts on the children's coats and shoes. This does not encourage children to learn independent skills in preparation for school.
- The childminder integrates mathematics through her interactions with the children. She models the use of numbers as children count how many pencils they have. Older children count to 15 as they find eggs on their Easter egg hunt. Children sing songs with the childminder, using actions to describe big, small, tall and long.

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:

- develop strategies consistently to support all children's emerging speech and communication skills
- enhance opportunities for children to develop their independence skills further, particularly when managing their self-care needs.

Setting details

Unique reference number	220904
Local authority	North Northamptonshire
Inspection number	10380623
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	17 June 2019

Information about this early years setting

The childminder registered in 1985 and lives in Irchester, Northamptonshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 spoke with parents during the inspection and took account of their views.
- 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