

Childminder report

Inspection date: 31 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Parents say that the childminder is 'compassionate, kind and dedicated' to children in her care. The childminder is a positive role model with a calm approach. She sets clear boundaries and high expectations for children's behaviour, which they understand and follow. Children show that they are happy, confident and secure in her welcoming home. They fling their arms around the childminder to show their affection and ask to visit her at weekends and during holidays.

Children have a wealth of opportunities to find out about their local community and the wider world around them. They socialise with other childminders and children in larger groups. Children explore places of local interest, such as museums, parks and a library, with the childminder and her colleagues. They meet people who can help them, including firefighters. This helps children to understand more about their environment and the similarities and differences between themselves and others.

The childminder shares her love of books with children. She reads familiar stories to them, varying her tone to hold their interest. The childminder helps older children to understand about how stories are formed so they are able to make up their own narratives. Children dress up and enjoy chatting with the childminder about their role play. These experiences help children to develop their good early language and literacy skills.

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

- The childminder is passionate about enabling children to thrive at her home-from-home setting. All children, including those with special educational needs and/or disabilities, make good progress from their starting points in learning. The childminder identifies and implements clear next steps for children. She works closely with other professionals to secure the support children need.
- The childminder supports children effectively to do things for themselves. For example, she encourages them to have a go at doing up zips on their jackets. She praises children's achievements and identifies using buttons as the next challenge. Children carefully carry trays of food from the kitchen to a picnic table in the garden. They help to tidy away resources, such as dough.
- The childminder uses her knowledge of children's interests well to inform the planning of fun activities. She demonstrates skills that children copy. For instance, while building a track for marbles, she shows children her own model to help them get started. She provides a commentary while she plays alongside children. However, on occasion, during adult-led activities, the childminder does not allow children as much time to explore their own ideas fully and talk about what they are doing.

- Parents value the regular updates they receive from the childminder about their children's progress and achievements. These help them to continue their children's learning at home. The childminder sends parents secure electronic messages and photos, as well as verbal updates daily. She works effectively in partnership with parents, for example, when children are toilet training.
- The childminder regularly introduces mathematical language into children's play. For instance, she talks to children as they build with interlocking bricks, about making their structures wider and taller. Older children show an understanding of numbers and quantity as they count accurately to five. They begin to identify addition.
- Children gain the basic skills they need for the move on to school. For instance, the childminder supports children to practise taking turns during games. One example of this is when she encourages children to wait for others to have a try at throwing beanbags into baskets. They cheer each other's efforts enthusiastically. Children learn to be patient and share resources.
- The childminder ensures children play outdoors in the fresh air daily. Children run around vigorously and push themselves along on bikes, developing stamina. They climb and balance on equipment in the local parks. The childminder teaches children to throw and catch beanbags and balls. Children develop good physical skills and show confidence in their abilities.
- Children develop good fine motor skills, in preparation for early writing. They use tools to mould and cut dough into different shapes. Children fit together small bricks and carefully balance marbles on top. The childminder teaches older children how to hold pencils firmly to trace patterns.

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:

- allow children even more time to expand on and explain their own ideas during adult-led activities.

Setting details

Unique reference number	221091
Local authority	West Northamptonshire
Inspection number	10399135
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 November 2019

Information about this early years setting

The childminder registered in 1996 and lives in the East Hunsbury area of Northampton. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 childminder and the inspector carried out a joint observation.
- 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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