

Childminder report

Inspection date: 3 February 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

Children are nurtured in the care of this kind and compassionate childminder. She gets to know them well, in order to help them feel settled. Children then feel secure as they separate from their parents. The childminder presents activities and experiences that prompt children to explore the interesting learning environment. She supports them to make choices in their play. The childminder models turn-taking and sharing. Children happily follow her lead. They learn to play together cooperatively. Older children include younger peers in their play. As a result of this, children develop strong friendships across the setting.

The childminder and the children explore the facilities in their local community. Together, they visit parks and playgrounds. Children develop their confidence as they access larger play equipment. Children enjoy adventurous play and are keen to have a go at climbing, running and balancing. These physical play opportunities help children to build the strength in their large muscles and joints. Children also enjoy visits to a soft-play centre with the childminder. They meet with a wider group of friends. This promotes opportunities for social interaction.

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

- The childminder has a clear idea of what she wants children to learn. She demonstrates good working knowledge of how to sequence children's learning, in order to help them reach their potential. She closely observes children's interests, then weaves these into play opportunities. This helps children to make good progress across all seven areas of learning.
- The childminder supports children to develop the skills that are needed for a smooth transition to the next stage of their education. She supports them to develop their independence and to build their confidence. This helps children feel ready for school.
- The childminder is committed to developing her professional practice. She attends numerous training sessions and webinars, which help her reflect on her provision. This supports the childminder to consistently extend her knowledge and further develop the learning opportunities on offer to children.
- The childminder works in strong partnership with other settings and external agencies. She understands the importance of appropriate information-sharing. The childminder communicates highly effectively with other professionals to prioritise children's needs. This contributes positively to children's emotional well-being.
- The childminder is a strong role model for children's communication and language. She ensures that children hear the correct pronunciation of words. The childminder introduces a wide vocabulary through play. She offers numerous opportunities for children to share their thoughts and ideas. As a result of her

gentle encouragement, children develop as confident communicators.

- Children enjoy playing with dough. The childminder supports their knowledge of colours and shapes as she plays alongside them. She demonstrates how to roll their dough flat, in order to use the shape cutters. On occasions, younger children struggle to use the tools that are provided, although they are keen to have a go. This somewhat limits the development of their fine motor skills.
- Children are extremely well engaged in learning. The childminder ensures that they access prolonged uninterrupted periods of play. This helps to build children's thinking and problem-solving skills. The childminder observes children's actions and offers just the right amount of instruction to help them persevere. For example, she suggests 'wiggling' the pieces of jigsaw so that children are successful in completing the puzzles.
- The childminder supports children effectively to develop their self-help skills. For example, they learn how to wash and dry their hands as a result of her skilful teaching. Her encouragement motivates children to do things for themselves. Younger children take off their slippers and put on their boots to go outside.
- The childminder has clear expectations of all the children in her care. This helps children to develop their understanding of right from wrong. As a result of this, children consistently respond positively to the childminder. For example, they are keen to put items back where they belong after play.
- The childminder sings joyfully with the children. This encourages them to join in enthusiastically. Children happily sing familiar nursery rhymes and confidently join in with the actions. They also join in with popular songs. The use of repetition and rhyme further supports children's clarity of speech.
- Parents are delighted with the setting. They appreciate the flexibility and the extremely nurturing service. Parents state that children are always happy to arrive and join in with the exciting activities on offer. Parents are really happy with the strong progress that children make while in the care of the childminder. They feel well informed and included in their child's learning.

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:

- extend the range of tools on offer to younger children, in order to help them build the strength of the small muscles in their hands more effectively.

Setting details

Unique reference number	221173
Local authority	West Northamptonshire
Inspection number	10367809
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 1993 and lives in East Hunsbury, Northampton. She holds an early years qualification at level 3. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays. The childminder provides funded places for early education.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that 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 quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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