

Childminder report

Inspection date: 6 August 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 benefit from the caring and relaxed home-from-home environment offered by the childminder. They happily arrive and demonstrate that they feel safe. Children are curious and eager learners. The childminder provides an interesting variety of easily accessible age-appropriate resources and activities that she knows children will enjoy. For example, children choose to explore a table set up with toy dinosaurs, sticks and small logs and the large role-play area. Children have established close, trusting bonds with the childminder and are confident to ask her for additional resources to enhance their play. Children are also supported to make friendships with their peers, and they often enjoy playing games together.

The childminder gets down to children's level and speaks to them calmly. Children behave well and welcome visitors with confidence. They understand the range of rules and boundaries that are in place. The childminder actively promotes positive behaviour. She continuously offers praise and encouragement to recognise children's efforts. Children show a sense of achievement and pride when the childminder acknowledges their creativity and art work. This positive reinforcement boosts children's confidence and supports their self-esteem. The childminder promotes children's independence well. Children wash their hands following the completion of messy activities and before eating. The childminder encourages independence further during mealtimes. Children know to place used utensils in the bowl in preparation for washing up, and they dispose of their rubbish in the bin.

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

- The childminder thoughtfully plans a variety of outdoor experiences. Children regularly explore local parks and visit a locally run forest school to experience woodland activities, such as building campfires. The childminder offers trips that help to extend children's learning beyond the setting. Children talk excitedly about the ambulances and fire engines they will see on a planned trip to a local emergency services event. On a recent trip to the local canal followed by a ride on a canal boat, children observed the world around them first hand. This supports children to develop an appreciation and understanding of the natural environment and the wider world.
- The childminder has a strong understanding of children's individual learning needs. She carries out regular assessments to monitor their progress. She responds swiftly when any emerging concerns about a child's development are identified. The childminder works closely with parents and other professionals to ensure appropriate support is in place. This proactive approach helps to ensure that all children continue to make consistent progress.
- Overall, teaching is good. The childminder follows children's interests and enables them to take the lead in their play. She observes children carefully and

plans for their next steps so that they continue to make progress in their learning. However, during some activities, the childminder does not always recognise and enable children to explore their own ideas and curiosities. On these occasions, some children disengage and become less motivated to learn from the activities on offer.

- The childminder has given thoughtful consideration to her learning environment. Children operate independently in the setting. They know where their belongings are and where to find things. The childminder encourages children to share and wait their turn during games. Children learn to manage their emotions and ask for help when they need it.
- Children benefit from many experiences where they socialise with other children. The childminder organises her weekly routine so that children have frequent times playing with other children. They visit local groups and attend local activities within the community, such as gymnastics. These experiences help to broaden children's social skills and enable them to play and form relationships with a wider range of children. This prepares children well for starting school.
- Parents are happy with the care the childminder provides. They value the regular communication about their child's learning and development. The childminder shares ideas and offers advice on a range of topics, such as toilet training and developing children's communication skills. This helps to promote a consistent approach to children's 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:

- refine the delivery of activities to support children's new ideas and curiosities and develop their learning further.

Setting details

Unique reference number	221366
Local authority	West Northamptonshire
Inspection number	10407347
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	4 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 1999 and lives in Weedon, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for children from the age of nine months.

Information about this inspection

Inspector

Emma Serdet

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector talked to the inspector and children at appropriate times during the inspection.
- The childminder and inspector evaluated an activity.
- Parents provided both verbal and written feedback for the purpose of the inspection.
- The inspector observed children playing and learning.
- The childminder showed the inspector a range of documents, including those relating to the suitability of all household members.

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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