

Childminder report

Inspection date: 2 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy spending time with the childminder and show that they feel safe and secure in her care. They are eager to join in activities and respond with excitement to her warm and enthusiastic teaching. Children benefit from clear routines and a curriculum that is carefully planned around their interests and needs. They learn to share, take turns and express themselves with growing confidence. Independence is encouraged, and children are supported to manage tasks for themselves. They make good progress across all areas of learning and are well prepared for the next stage in their education.

Children settle quickly with the childminder, who is attentive to their individual needs. She works closely with parents to gather detailed information and uses this to create a familiar and welcoming environment. For example, she provides children's favourite activities and home comforts to help them feel secure. New children are given time to explore, play and build relationships with the childminder and their peers. This supports their emotional well-being and helps them to form positive attachments.

The childminder promotes positive behaviour and teaches children to be polite and respectful. She models the use of good manners, encouraging children to say please and thank you. Through daily routines, she helps children to understand the importance of caring for their environment, such as tidying away toys and looking after resources. This supports children to develop kindness, consideration for others and a sense of responsibility.

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

- Children participate in a wide range of activities that reflect their ages and stages of development. The childminder carefully plans the learning environment and skilfully builds teaching into children's play. For example, children learn mathematical language, such as the concept of size, as they play. This enables children to develop new skills and supports their ongoing progress.
- Children benefit from a language-rich environment that promotes communication skills for all children. Children who speak English as an additional language receive individualised support to develop both their home language and English. The childminder models language well, introduces key vocabulary and repeats words and phrases to reinforce understanding. All children make significant progress and become confident communicators.
- Children learn to be kind and considerate to one another. During group play, the childminder reminds them to give each other space and take turns. Children listen carefully and show concern for their friends, ensuring that everyone has a turn. This helps them to build friendships and develop important social skills.

- Children develop a positive sense of themselves when they are in the care of the childminder. This is because she spends time praising children and celebrating the characteristics that make them unique. Children beam with pride as the childminder celebrates with them. This supports children's self-esteem and supports their confidence.
- Overall, the childminder provides effective support during lunchtime routines, helping children prepare and involving older children in small responsibilities. However, younger children are left waiting for extended periods before meals are served. This leads to occasional frustrations and unsettled behaviour.
- Children are supported to adopt healthy lifestyles. The childminder gives consistent messages about hydration and healthy eating. Children independently refill their water bottles and enjoy fruit for snacks and desserts. This promotes good health and supports their physical development.
- The childminder works closely with parents to share information and celebrate children's progress. She provides regular updates and suggests activities to extend children's learning at home. Parents value her support and comment positively on the progress their children make.
- The childminder is committed to her own learning and keeps her training up to date. She has recently completed training to extend her knowledge of supporting children with special educational needs and/or disabilities. This ongoing professional development strengthens the quality of her provision.

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:

- review the organisation of lunchtime routines, so that younger children are not waiting for long periods without being meaningfully engaged, to promote children's positive behaviour and well-being.

Setting details

Unique reference number	2676284
Local authority	North Northamptonshire
Inspection number	10367473
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Corby, Northamptonshire. She operates all year round from 8am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Samantha Butterwick

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.

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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