

Childminder report

Inspection date: 11 February 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

The childminder provides a warm and nurturing home-from-home environment. She knows each child incredibly well and has developed secure and trusting relationships with them. This supports children to feel safe and secure and fully engage in their play and learning. The childminder offers children a wide variety of experiences that inspire them to learn. For example, children use binoculars to look for birds before they make bird feeders to hang in the garden.

The childminder's curriculum places a strong emphasis on fostering children's personal, social and emotional development. Children learn about feelings through books, activities and discussion. For example, children use colours to identify and express emotions, helping them gain a better understanding of how they feel. Children's independence is well promoted through everyday activities and routines. For example, children enjoy selecting and preparing their own lunch. Young children practise using a knife to spread cheese onto crackers and use a jug to pour their own drinks. Children show a sense of pride in completing tasks for themselves.

Children thrive on the routines that the childminder has established. For example, children eagerly tidy away toys and set up the instruments ready for song time. Children learn to be kind to each other, take turns during play and cooperate, with the childminder's gentle support.

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

- A good induction process helps children to become familiar with the childminder and her home. The childminder encourages parents to share information about their children's needs, routines and interests. She uses this information, along with her own observations, to plan learning experiences that children enjoy and want to take part in. This helps children to continue to make good progress in their learning and development.
- The childminder has a good overview of the effectiveness of her planned curriculum. She uses accurate assessments to identify children's needs and interests and, overall, plans an effective curriculum. However, although the oldest children enjoy the activities and experiences that are provided by the childminder, she does not always extend and challenge their learning to ensure that they make the best progress possible.
- Children's physical development is very well supported. The childminder offers a variety of experiences both indoors and outdoors. She provides indoor climbing apparatus to support children to climb, balance and jump to build on their physical strength. Children have fun practising these skills as they become quicker and steadier, following each other round an obstacle course. Children

also develop their hand strength and hand-eye coordination. The childminder provides a range of jugs and tubs as they scoop up water to pour down the water pipes.

- The childminder plans varied outings to support children's learning and development. Children enjoy visits to the farm, woodlands and playgroups. These experiences enhance children's growing social skills as they mix with different people, experience new things and develop knowledge of the world. During these times, the childminder supports children to gain an understanding of road safety and how to keep themselves safe when out and about.
- The childminder engages in conversations during play that promote their communication skills. For example, the childminder introduces new words to children, such as 'liquid' and 'solid', as they watch lard melt. She then demonstrates how to use the word in context, showing children that they can pour the lard now it's a liquid. Children gain a broad vocabulary, and this helps them to become effective communicators.
- Parent partnership is good. The childminder provides parents with regular updates on daily activities and regularly shares next steps in learning with them and how to support these at home. Parents report how happy they are with the progress their children make and how they appreciate the childminder's supportive nature.
- The childminder attends mandatory training, such as paediatric first aid and safeguarding. She meets regularly with other childminders to exchange ideas for good practice and discuss changes to legislation. She regularly reflects on her provision to identify the things she can adapt. She asks for feedback from parents and does all she can to improve better support children's needs.

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:

- plan and adapt activities for older children to offer more challenge, so they make the best possible progress.

Setting details

Unique reference number	2676599
Local authority	North Northamptonshire
Inspection number	10368009
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Rushden, Northamptonshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Charmaine Cayton

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 discussed how the childminder organises her early years provision, including the aims and rationale for the 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 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.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.

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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