

Childminder report

Inspection date:

21 February 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive during their time with this highly experienced childminder. She knows the children very well. The childminder spends time getting to know the whole family and the interests of the children prior to them starting. The childminder supports the children's emotional well-being from the moment they arrive. She asks them how they are feeling and acknowledges their responses, as children explain they are grumpy because they are tired. They talk through ideas on how she can support them to make it a great day. The well-sequenced and highly ambitious curriculum provides children with experiences to build on what they know and can do. Children enthusiastically share previous learning of how they made pizzas and visited a fire station and share songs they have sung at their song time group. Children show an eagerness to explore the activities that the childminder has meticulously planned to ensure children make the best possible progress.

Children behave very well. They play with each other, showing kindness and respect through every interaction. Older children praise younger children, saying 'well done' as they stand on their own for the first time. Children initiate playing board games, taking turns rolling the dice and reminding the childminder when it is her turn. They share toys with their friends as they respond with thank you. The childminder is an excellent role model. She skilfully promotes children's early language skills through her consistently high-quality interactions. She spends valuable time listening to the children and answering questions they have. Children are confident to share their ideas and thoughts, knowing they will be responded to, which makes children feel valued.

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

- The childminder is highly ambitious for all children. She has an extensive knowledge of how children learn. She expertly adapts every interaction to add new challenges to support their learning. For example, as children play, they name some familiar shapes. The childminder challenges the children to guess the shape by describing the different properties, for example, by saying how many sides or corners it has. Children embrace this game and begin to describe the shapes for their friends to guess.
- The childminder places a great emphasis on a language-rich environment. She engages children in high-quality back-and-forth conversations. Children recall vocabulary modelled by the childminder, such as rhombus and spatula, as they play. The childminder sensitively supports children with emerging speech development. This builds their confidence to ask questions and talk to their friends and visitors. As a result, children make the best possible progress in their communication and language development.

- The childminder understands the important role parents play in supporting children's learning. She records stories that she has read with the children for parents to share at home. She provides weekly ideas to build on what children have been learning during the week. As a result, parents say they feel extremely well informed about how their child is progressing and feel included in their children's early education.
- The childminder uses stories and books to foster children's love of learning. Children confidently talk about the stories they have read with the childminder. For example, as children play with the toy ice creams, they talk with the childminder about why they need to clean the plaque off their teeth after eating sugary foods. Children fetch the story they had read the previous day, showing the childminder the pictures of how to clean their teeth.
- The childminder promotes children's independence skills from a young age. For example, when washing hands, children demonstrate they are very familiar with the routine. They reach for the soap and rub their hands as the childminder sings songs to make it fun and engaging for them. Children understand the times when they need to wash their hands and how the soap washes the germs away.
- The childminder skilfully incorporates mathematics into every routine. As children cut their toast at snack time, the childminder asks how many triangles can they make from the square piece of toast. Even with the youngest children, she models counting through finger rhymes, sorting objects into different groups and pointing to objects as she counts in sequence.
- The childminder continually strives to improve her knowledge. She carefully selects training that will support both the children and the development of her setting. For instance, the childminder has recently attended training on how to implement a climate action plan. As a result, the childminder has started a no car Friday to help children understand the impact of driving on the environment and to promote walking. Children learn to put litter in the bin and the importance of recycling.
- The childminder understands the importance of children developing physical skills. Children have daily access to the childminder's garden. They walk along obstacle courses, showing great balancing skills. As the childminder praises the children's developing skills, they gleefully tell her they are challenging themselves. This builds children's confidence and self-esteem to try new challenges and develop their skills further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2688496
Local authority	North Northamptonshire
Inspection number	10372532
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Northamptonshire. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status. She offers places to children in receipt of government funding.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- Parents shared their views of the childminder's 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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