

Childminder report

Inspection date: 12 March 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 their time with the childminder. They confidently say good-bye to their parents and rush in to see their friends. Children include the childminder in their play. They confidently talk to her as they explain how they need to hold their arms out to help them balance as they walk on stepping stones. The childminder develops strong relationships with the children and gets to know them well. This allows her to plan a well sequenced curriculum that builds on what children know and can do. For example, planning activities that encourage children to strengthen the muscles in their hands. This prepares children to be able to cut with scissors and comfortably hold a pencil, in preparation for early writing.

Children behave well. The childminder teaches children how to be kind and courteous to each other as she models manners at every opportunity. Children learn to share with each other. Young children ask their friends if they would like a turn as they scoop up rice in a bowl. They show respect for one another as they respond with 'yes please'. The childminder helps to support children's developing emotional wellbeing. She plays games to help children understand different emotions, encouraging them to talk about how they are feeling.

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

- The childminder has clear intentions for her curriculum. She plans a range of structured adult-led experiences and activities based on children's developmental needs. However, there are limited opportunities for children to self-select activities and make independent choices in what they would like to do. This means children are not always able to follow their own interests and take the lead in their play.
- The childminder encourages children to be independent with their self-care. She encourages young children to try and put one shoe on, as she models how to do it with their other shoe. Older children carry out many tasks for themselves. They put on their coats and shoes in readiness to go outdoors. They independently go to the toilet, wash their hands effectively and wipe their nose.
- Overall, the childminder supports the development of communication and language well. Young children learn new words such as smooth and bumpy as they explore textures. Older children are taught words such as refraction as they learn about how rainbows are formed. However, at times, the childminder asks questions that only require a one-word answer, rather than questions to extend their thinking and language skills.
- The childminder understands the importance of children developing their physical skills. Children have access to daily fresh air and to a range of resources to support their physical development. Babies are encouraged to move around and supported when they are ready to stand to help build the strength in their

legs, in preparation for walking. Children chase each other around the garden, crawling through tunnels and balancing on beams.

- Children are taught the importance of leading a healthy lifestyle. Children receive healthy, nutritious food the childminder makes, which children eat with enthusiasm. She talks about the importance of drinking water to keep children hydrated. Children learn how to clean their teeth after eating. They talk about making sure all the food is out from their teeth to keep them strong and healthy.
- The childminder provides a range of rich experiences for children. She organises visits to the museum, trips on double decker buses and attends local play groups. Children meet a range of people and develop confidence in new social situations.
- The childminder has strong relationships with parents. Parents speak very highly of the care their children receive. They enjoy hearing about what their children have been doing through regular updates and daily discussions. Parents talk about how the childminder provides them with ideas to support their children's next steps at home. Parents value her support in tasks such as toilet training.
- The childminder is reflective and strives to improve her provision. She undertakes training to support the children in her care. For example, the childminder recently attended a course on recording children's development. This allows the childminder to accurately assess children and plan for their next steps, to ensure children make good progress.

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 planning of activities to allow children to make independent choices about their play
- improve questioning techniques to support children's thinking and language skills.

Setting details

Unique reference number	2705536
Local authority	West Northamptonshire
Inspection number	10375811
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	0 to 4
Total number of places	10
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Towcester, Northamptonshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight care. She works with an assistant. The childminder provides funded early education for children.

Information about this inspection

Inspector

Annette Franklin

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 and the childminder completed a joint observation.
- The inspector considered their written feedback from parents.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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