

Childminder report

Inspection date: 24 April 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 are happy and settled. They form secure relationships with the childminder who is kind and caring towards them. Children show they feel safe and secure in her care as they seek her out for reassurance when needed. Children are confident in their learning. They show enthusiasm to explore the range of opportunities that the childminder provides for them. Well-planned activities encourage children to talk about past learning experiences. Children are excited to talk with visitors about the butterflies they watch grow, as they design their own butterfly using glue and tissue paper.

Children behave well. The childminder has clear routines and is consistent with her behaviour management. This helps children to understand her expectations and boundaries. The childminder is a good role model. She supports children to wait for their turn as they select a song stick, each choosing which song they would like to sing during circle time. Children enjoy playing with their friends and include them in the activities they are doing. For example, children work together to build a train track. The childminder praises children for their achievements. This promotes high levels of self-esteem and a positive attitude to learning.

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

- The childminder plans a well-sequenced curriculum that supports children to gain the skills they will need to be ready for school. For example, she provides activities to help strengthen the small muscles in children's hands. This allows children, who are at different stages of their development, to build on and extend their developing physical skills in preparation for writing.
- Overall, the childminder supports children's communication and language well. She engages in quality back-and-forth conversations. The childminder asks children questions, waiting patiently for them to respond. She introduces new words such as 'cocoon' and 'emerge' as they talk about what happens to caterpillars. However, on occasions, the childminder does not support children by modelling the correct pronunciation of words. This does not help their emerging speech and language development.
- Children develop a love of books. The childminder reads stories to the children as they snuggle up on her lap. Children are excited to join in the story. The childminder brings the story to life as she uses props and actions to engage young children. She pauses as she reads, waiting for the children to join in the repeated phrases.
- The childminder teaches children to be healthy. Children begin to understand what foods are good to eat and what foods you should only eat occasionally. The childminder works with parents and children to encourage eating a varied diet. Children learn the importance of oral hygiene through activities, such as cleaning

pretend teeth.

- Parents are full of praise for what the childminder offers the children and families. The childminder keeps parents up to date with children's learning through daily discussions and detailed progress reports. Parents confidently talk about their children's next steps and how the childminder provides ideas to continue the learning at home.
- Children learn to be independent with familiar routines, such as putting on their coat and shoes. However, during play, children are quick to ask for help for tasks, such as when they need a lid taken off the glue stick or to put on a dressing up outfit. At these times, the childminder instinctively fixes the issue without discussion. This does not help children develop the problem-solving skills that are needed to tackle challenges independently.
- The childminder takes the children on lots of trips and visits. She plans a range of purposeful experiences to enhance learning. For example, when learning about transport, the childminder took the children on a bus, a trip on a train and explored the inside of an aeroplane. In addition, the childminder meets up with other childminders and the children they care for. This provides opportunities for the children to form new friendships and develop their social skills.

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:

- model language consistently to children as they play to help them hear and use the correct pronunciation of words
- provide children with further opportunities to promote their independence during their daily experiences.

Setting details

Unique reference number	2715482
Local authority	North Northamptonshire
Inspection number	10388320
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 6
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Finedon, Northamptonshire. She operates all year round, from 8am until 4pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder 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 observed the interactions between the childminder, her assistant and the children.
- The inspector and the childminder completed a joint observation.
- The inspector took account of parents' views during the inspection.
- 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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