

Childminder report

Inspection date: 29 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 smile happily when they see the childminder. They display a sense of belonging as they confidently explore the childminders playroom, independently selecting resources. They share toys with their friends and include them in their play. Children enjoy the activities that the childminder plans for them. They eagerly search for objects that she has hidden. Children show glee as they find a toy ladybird, proudly showing the other children their find. Together they count how many spots it has on its back.

Children enjoy going outside in the garden and benefit from lots of physical activities. They learn to climb the ladder on the slide and negotiate obstacles as they run around the garden. Children ask for help from the childminder as they try to climb on the bike. Once they are seated, they begin to pedal it around the garden.

The childminder places an important focus on children's emotional well-being. She encourages children to begin to understand their own needs. For example, older children begin to recognise when they need some quiet time. The childminder asks them how she can help them with this. They talk together to think of ideas and how the childminder can support them. The childminder regularly praises the children and their achievements. This helps build their self-esteem and confidence.

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

- The childminder skilfully promotes children's communication and language skills. She sings familiar nursery rhymes and songs throughout children's routines and play. The childminder engages children in meaningful discussions, allowing time for children to respond. Through her interactions, she introduces new vocabulary such as 'squeeze' and 'smooth' as children explore the play dough. She clearly models the correct pronunciation of words, such as 'banana' when children say 'nana'.
- The childminder uses information from the parents and her own observations of the children to identify areas of learning that they need to develop. However, activities that the childminder plans, do not always build on what the children already know. Therefore, children are not able to progress as quickly in some areas of learning.
- Children have good support to help them learn to assess risks and develop their resilience. For example, the childminder encourages older children to climb on the swing themselves, reminding them that she is close by if they need help. Children say, 'I did it' when they are given time to complete this on their own. Young children ask for help as they climb down the steps in the garden. The childminder gently reminds them what to do as she offers them a helping hand.

- The childminder encourages children to be independent in some self-care skills. When eating, young children feed themselves using a spoon. Older children independently go to the toilet when needed. However, in other familiar routines such as getting ready to go outside, the childminder does not support children to develop basic self-care skills, such as putting on their shoes. In addition, she is quick to clean children's nose with a tissue without supporting them to do it themselves.
- Partnership working with parents is strong. The childminder keeps parents informed about their child's learning and progress through regular discussions. Parents say that they are happy with the progress their children are making.
- Overall, children behave well. The childminder supports children to share and take turns as they play on the toy cars. They listen to the childminder and respond to her requests, such as when it's tidy-up time. However, the childminder does not always promote children's understanding of expected and appropriate behaviours. For example, at lunchtime children push their food on the floor when they do not want anymore and they make demands rather than asking politely using 'please' and 'thank you'.
- The childminder introduces maths through every day routines. The childminder supports younger children to use their fingers to represent numbers in the songs they sing. As children build a train track, the childminder talks about how they need the curved pieces to make the track a into circle.

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:

- strengthen planning of activities to ensure children build on what they know and can do
- develop behaviour management strategies, to support children's understanding of expected and appropriate behaviours
- provide children with opportunities to promote their independence with their self-care skills.

Setting details

Unique reference number	2717930
Local authority	North Northamptonshire
Inspection number	10388599
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Desborough, Northamptonshire. The childminder operates from Monday to Wednesday, 9am until 5pm. She holds an appropriate qualification at level 3. The childminder offers early years funded 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, and the children.
- 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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