

Childminder report

Inspection date: 10 September 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 caring childminder greets children warmly on their arrival. She supports children to take the lead in their play. For instance, she ensures children know where to find resources that interest them. They freely make choices. One of the ways she supports their independence is to encourage them to help with tasks, such as tidying up. The childminder teaches children about sharing and turn-taking so that they can play happily with their friends. Children are confident to follow their own ideas. For example, when rice is spilt on the floor, they find brushes and a mop from the home corner to help clear up. The childminder intervenes only when asked for help or if she recognises a need. For example, she demonstrates to children how to roll dough into a ball and a cylinder to represent butterfly eggs and caterpillars. She offers praise to help children keep trying until they succeed.

The childminder adapts the learning environment to follow children's interests. For instance, when children notice leaves changing colour and falling from the trees, she prepares activities that reflect the changing seasons. She provides a well-structured curriculum that focuses on children's emotional well-being, positive behaviour and readiness for school. Children enjoy cuddles for reassurance and spontaneously hug her. They gain the skills they will need, such as for writing, through play. For example, they develop their muscle strength when moulding dough and fine motor control while completing jigsaws and building with bricks. All children, including those with special educational needs and/or disabilities, make good progress.

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

- The childminder frequently reflects on her practice to identify any areas for improvement. She gets to know children well and uses observations of their learning to help her recognise any gaps and address these quickly. For example, she carries out reading research and completes training to support the good development of children's communication and language skills.
- Parent partnerships are strong. Parents say that children 'grow and bloom' at the setting. They value the childminder's effective communication about their children's experiences and achievements. The childminder finds out about children's routines and preferences before they start. However, she does not consistently gather sufficient information to help her plan fully to meet all children's settling-in needs swiftly.
- The childminder continuously provides a commentary for children's play. She skilfully asks them questions about what they are doing. Children are given plenty of time to think and answer. The childminder adds new words during conversations, to extend children's vocabulary. Children communicate their ideas and needs confidently to the childminder.

- Children enjoy a wealth of opportunities to learn about the natural world around them, such as in the childminder's garden. They pick fresh fruit from small apple, pear and plum trees. They help to grow, tend and harvest items, such as tomatoes, corn and carrots. Children collect eggs from the chicken run. The childminder helps them to understand where food comes from.
- The childminder provides activities indoors, such as yoga, balancing boards and dancing, to promote children's physical development. Children play outside in the fresh air daily, in her garden or at the local parks, where they explore large equipment. Young children learn to climb steps safely into the garden with close supervision from the childminder.
- Children regularly visit local groups, where they socialise with others. The childminder gives children gentle reminders about her expectations, such as using quiet voices and 'kind hands'. Children show that they care for each other, using kind words when their friends are upset. They help to look after animals, such as the childminder's rabbits, goose and chickens. The childminder is a positive role model, who is always calm, patient and supportive.
- The childminder takes children to the local library to look at books and join in with songs and rhymes. She reads to children, using varied tones and engages them in storytelling. Children enjoy listening to familiar stories and join in with the words. This helps them to develop their language and early literacy skills.
- Children demonstrate their good self-care skills, such as using the toilet independently and washing their hands. They benefit from healthy snacks, including fruit and rice cakes, and have continual access to drinking water. The childminder provides activities, such as dressing up, to help children practise putting on and fastening clothing.

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:

- enhance the gathering of information from parents even further, to help inform planning to meet children's needs consistently from the start.

Setting details

Unique reference number	2733835
Local authority	North Northamptonshire
Inspection number	10407782
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Raunds, Northamptonshire. She operates mainly during term time only, with occasional holiday cover, from 7.30 am until 4.30pm, Monday to Friday. She has a level 3 childcare qualification. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector and the childminder carried out a joint observation.
- Parents shared their views of the setting with the inspector in written feedback.
- 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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