

Childminder report

Inspection date: 6 August 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 childminder creates a safe, friendly and nurturing environment. On arrival, children separate from their parents with ease. They independently take off their shoes and quickly become involved in play. Children are happy in the childminder's home and form strong bonds with her. They seek her out for comfort and cuddles when needed. This helps them to feel secure in their environment.

Children show a keen interest in books, as the childminder shares stories with them throughout their day. This helps to foster their early literacy skills. As they listen to a story about emotions, the childminder encourages children to talk about their own emotions. Together, they copy the different facial expressions in the book. As they do, children laugh with the childminder, showing they are developing a sense of humour. Children are provided a wide range of opportunities to develop their physical skills. They strengthen their small muscles by unscrewing container lids and use pens to make marks. Children use large muscles when they visit local parks and soft-play centres, where they are able to run, climb and balance. The childminder promotes early mathematics through everyday activities. For example, children practise counting to 20 while washing hands and identify basic shapes, such as squares and triangles, during play.

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

- The childminder demonstrates a good understanding of child development, thoughtfully planning a varied curriculum that builds on children's skills and knowledge. She focuses on helping children develop their independence and preparing them for the next stage in learning and moving to school.
- When children first start, the childminder gathers information from parents and combines it with her own observations to identify what children already know and can do. She gets to know each child well and accurately identifies their next steps in learning. The childminder plans purposeful activities to extend development.
- The childminder quickly identifies gaps in children's learning and collaborates closely with parents and external agencies to address them. This helps ensure all children, including those with special educational needs and/or disabilities, progress well. Additionally, she maintains close partnerships with other settings children attend to provide a cohesive approach to each child's learning and development.
- Language and communication skills are nurtured through stories, songs and meaningful conversations. The childminder consistently models correct pronunciation, when children learn new words and uses questions to stimulate their thinking. However, while the curriculum for language and communication is well delivered, the childminder sometimes asks too many questions in quick

succession, which does not give children time to process and respond.

- Children confidently manage their self-care and toileting independently. When tackling tasks, they are encouraged to try to do things for themselves, with the childminder offering help when needed. For instance, when they ask for the doctor's set, the childminder guides them to where they can find it. They show a sense of pride putting on the doctor's outfit by themselves, which helps boost their confidence and self-esteem.
- The childminder is a good role model, and the children's behaviour is very good. She places a strong emphasis on teaching children good manners and models politeness. She praises children's efforts, but sometimes uses phrases, such as 'good girl', which does not help children understand what they have done well or help them develop a sense of pride in their achievements.
- Partnerships with parents are strong. The childminder shares ideas to continue children's learning at home. She provides feedback through daily discussion and an online app to keep parents informed about their child's progress. Parents comment that they feel supported by the childminder and pleased with the good progress their children are making.
- The childminder consistently reflects on her practice and evaluates her curriculum to ensure it continues to meet the evolving needs of children in her care. She keeps her knowledge up to date through online and face-to-face training and has recently completed designated safeguarding lead training. She ensures her knowledge of any changes to guidance is up to date through regular research and reading.

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:

- give children time to respond to questions before posing more, to enable them to share their thoughts and ideas
- describe children's actions to help them further understand what they are being praised for, to enable them to develop a sense of pride in their achievements.

Setting details

Unique reference number	2734492
Local authority	West Northamptonshire
Inspection number	10408109
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Brackley, Northamptonshire. She operates all year round from 8am to 6pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sheila Sidey

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children during the inspection.
- The inspector viewed written feedback from parents and took account of their views.
- 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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