

Childminder report

Inspection date: 19 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

Toddlers and young children show they are happy to attend this home-from-home setting. They enter with a smile and quickly settle to explore the play environment. The welcoming childminder gets to know children and their likes and dislikes well from the start. This helps her to offer children plenty of choices from a wide range of resources that match their interests. The childminder follows children's lead as they explore and investigate. For instance, young children enjoy pretending to make tea in the home corner or use a keyboard to role play office work. The childminder engages children in conversation during these experiences to promote their language skills.

The childminder provides an ambitious curriculum with a focus on the basic skills children need for future learning. These include independence, confidence and the ability to communicate their needs. Young children practise taking turns during fun games. For example, children pass on a model bus to other children in the group while they sing 'The Wheels on the Bus' with the childminder. Toddlers and young children begin to learn patience and how to share. The childminder gently reminds them about boundaries in her home, such as using 'kind hands'. Children behave well, cooperate with routines and start to form friendships with others under the childminder's guidance.

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

- The childminder reflects on her practice and makes changes based on her observations of children and feedback from parents. However, she has not identified a targeted continuing professional development programme, for example to enhance the planning of adult-led activities for the youngest children.
- Parents say they are well informed about children's routines and achievements. The childminder provides them with regular updates throughout the day securely online. Parents value the support the childminder gives to their children and families.
- Toddlers and young children develop good independence skills because the childminder allows them time to complete tasks and demonstrates how to do these. At the start of the session, they take off their shoes and put lunch boxes and water bottles in the fridge and on the table. Children feed themselves confidently under the close supervision of the childminder. Young children help tidy up after meals and when they have finished activities.
- The childminder focuses effectively on promoting children's language and development skills. She pronounces words correctly and clearly to ensure that children hear, understand and copy them accurately. The childminder introduces new vocabulary, such as 'squidgy', while children squeeze a soft ball.

- The childminder sings familiar rhymes with children. She enthusiastically reads books, engaging children in stories through skilful questioning. This helps children to experience an environment rich in language.
- The childminder makes sure that children benefit from plenty of fresh air and exercise, alongside opportunities to develop good physical skills. One example is when they practise throwing small balls to their friends and try to catch them when they are thrown back. Children develop their fine motor skills, such as when placing coloured disks into slots.
- Overall, the childminder provides children with learning experiences suitable for their ages. However, occasionally, the childminder's curriculum structure is less effective, such as when she introduces learning letters and sounds for young children whose early speech is still developing.
- The childminder promotes mathematical ideas and language. She counts with children during their play and identifies the differences between the stages of understanding children have achieved with numbers. The childminder talks about 'one more' and uses words including 'high' and 'tiny' to explain position and size. One example of this is when she blows bubbles for children to pop.
- Children find out about the wider world around them. The childminder takes children on visits into the local community. She helps them to socialise with others at groups in readiness for their future learning. The childminder uses experiences such as finding out about celebrations from different cultures to help children to recognise similarities and differences between themselves and others.
- The childminder teaches children about making healthy choices and self-care. For instance, she ensures that children try different fruits, such as watermelon, for a snack. Toddlers pour a cup of milk to drink, with help from the childminder. Children have a go at cleaning their teeth daily. They cooperate with routines, including nappy changing.

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:

- target the professional development programme to strengthen practice and support planning for the youngest children's learning and development even further
- review the curriculum intent to ensure that adult-led activities are consistently age-appropriate and build specifically on what children already know and can do.

Setting details

Unique reference number	2763902
Local authority	North Northamptonshire
Inspection number	10416711
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 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 Wellingborough. She operates Monday to Friday, between 8am and 5pm, during term time, with occasional holiday sessions. The childminder holds an appropriate early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation.

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

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