

Childminder report

Inspection date:

29 November 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this warm and caring childminding provision. They have strong attitudes to learning and are eager to try new things. With patience and perseverance, children work together to make a castle with a throne 'fit for a princess' to sit on. They glue the castle back together as it falls apart and, with the childminder's support, choose the correct tools they need to mend it. Children love having stories read to them. They independently choose a cushion to sit on and listen intently as the childminder skilfully brings stories to life. As children listen to a story, they learn new words, such as 'squelch' and 'squish'. They confidently recall facts about the woodland creatures they have learned previously and are encouraged to think about which they might spot during their 'nature exploration time'. Children develop their early mathematical skills and use their fingers to show how many leaves 'The Stickman' has on his body as they read the story together. They explore the number three and excitedly share that their friend has recently had a birthday and is now three years old.

Children learn to be kind to each other. They have strong attachments with the childminder and with their friends. Older children help to look after their younger friends. They model how to get ready for their outdoor nature activities by putting on their warm clothing and helping the younger children with this activity. They hold hands and chat excitedly about what they might find in the forest on their walk down. The childminder models this positive and kind-hearted approach.

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

- The childminder has a strong intent of what she wants children to learn. She sequences the curriculum to support this. Developing communication and language is at the heart of her curriculum. For example, when building a tower, the childminder reinforces new words, such as 'up, up, up' for younger children, which they then recall and use in their play as they build a high tower.
- The childminder skilfully supports children's language and literacy skills as she ensures that songs and rhymes are taught as part of the curriculum. Older children position themselves independently to 'row the boat' during daily singing time and show younger children how to 'roar' and 'shiver' at the end of the rhyme. Children giggle with excitement as they practise the actions, wanting to sing it again and again. As a result, children confidently recall nursery rhymes they have learned by heart.
- The childminder knows all of the children individually. She has a clear process of assessing what children know already and need to know next. An example of this was seen in the detailed progress reports the childminder produces. These reports are used to carefully tailor the curriculum to support individual children's next steps. As a result of this targeted teaching, children make exceptional

progress from their starting points.

- Children are given the opportunity to make new friends outside of the provision and share their love of the outdoors. Through nature walks and exploration of the local forest, children are taught to understand the world around them. Children pull on their wellies and jump in the puddles. They fascinate and ask questions about the frost on the grass. Children use their knowledge of how to find 'short and long' sticks in the forest to make their own 'Stickman'. The childminder expertly uses varied learning opportunities to develop children's understanding and knowledge of the wider world and nature.
- The childminder works closely with the local school to support children's transitions. She supports pre-school children to learn the skills they need to be ready for school. Children learn to recognise their names and put on their coats and shoes independently. The childminder ensures that children gain the self-care skills they need. They learn to use the toilet by themselves and wash their hands after being outside in the forest. Children develop confidence as they prepare their things ready for lunchtime. As a result of the childminder's highly effective support, children are well prepared for their next stage of education.
- The childminder develops highly effective partnerships with parents. She regularly communicates with children's parents, and parents report that the provision is like 'one big family'. Parents state that their children love to come to the provision and appreciate the support from the childminder. They know that the childminder is passionate about what she does and comment that she 'radiates warmth and kindness'. Parents are well informed of children's progress as the childminder meets with them regularly to discuss children's next steps.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2772977
Local authority	North Northamptonshire
Inspection number	10349707
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Oundle, Peterborough. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides government funded places for children aged nine months to four years.

Information about this inspection

Inspector
Helen Lakey

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.

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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