

Childminder report

Inspection date: 10 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home-from-home setting. They are valued and have warm relationships with the nurturing childminder. Children show they feel safe and secure. For example, they confidently make choices in their play and invite the childminder to join them.

The childminder provides a well-balanced curriculum that offers children a wide variety of experiences. Children enjoy daily opportunities to play and learn outdoors. The childminder uses these experiences to develop their physical skills and broaden their knowledge of the environment they live in. For instance, children take regular walks to a nature reserve, attend playgroups and visit farms. The childminder enhances children's social skills, such as when they regularly mix with larger groups of children that they meet. Children develop their communication skills as the childminder consistently extends their vocabulary and interest in the world around them.

The childminder has high expectations for children's behaviour. She gently reminds children to be kind to one another and to take turns. The childminder supports children to share resources and encourages them to play together. For instance, she helps them work together to create a structure with magnetic shapes. The childminder consistently provides encouragement and acknowledges children's achievements. This approach builds children's confidence and self-esteem.

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

- The childminder uses her assessments accurately to identify what children need to learn next. Overall, she uses this information, alongside children's interests, to plan activities that meet their learning needs. However, on occasion, the childminder plans activities that do not consistently build on what children know and can do. At these times, this results in children losing interest and not consistently engaging effectively in their learning.
- The childminder provides an environment rich in language. She regularly reads stories, sings songs and talks with children as they play. The childminder asks questions and gives clear explanations to children's questions. This helps all children, including those who speak English as an additional language, to make good progress with their communication and language skills.
- Children have lots of opportunities to develop their fine motor skills. They make meaningful marks on paper using a variety of tools. For example, children dab, brush and mix paint to make marks with purpose. The childminder encourages children to practise their cutting skills as they cut strips of paper. This helps to strengthen the muscles they need for later writing.
- The childminder helps children to develop their mathematical knowledge. She

encourages them to count, talk about shapes, match and start to recognise numbers. For example, children talk about shape and size as they build with construction pieces. In addition, children use words, such as 'large' and 'tiny', to describe different-sized balls. This helps children to begin to understand mathematical concepts that will support them in later learning.

- The childminder supports children to understand healthy habits. Children take part in activities such as fruit picking and practise using safety knives to chop their own fruit for snacks. The childminder also teaches children about self-care and hygiene practices, such as using a tissue to wipe their noses. Additionally, she encourages children to recognise their physical needs, such as putting on their coats and boots during wet weather.
- The childminder supports children's transitions to school and other settings well. She shares information on children's learning and takes children to visit their new setting. This helps children to have a greater understanding of their new setting or school.
- The childminder works closely with parents and carers. She updates them about their children's time in her care. The childminder celebrates the progress children make in their learning and development. She shares photos and observations and discusses children's learning goals regularly. This helps children to benefit from consistent support between home and the childminder's setting.
- The childminder is committed to her continued professional development. She regularly participates in webinars and completes training to strengthen her practice. As a result, the childminder has developed a secure understanding of how to further support children with special educational needs and/or disabilities.

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:

- plan activities more precisely to extend children's learning and promote their focus and engagement.

Setting details

Unique reference number	EY216175
Local authority	North Northamptonshire
Inspection number	10398807
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 8
Total number of places	12
Number of children on roll	4
Date of previous inspection	11 November 2019

Information about this early years setting

The childminder registered in 2002 and lives in Raunds, Northamptonshire. She operates her provision all year round, from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the 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.

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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