

Childminder report

Inspection date:

23 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 arrive happy and excited to begin their day. They quickly settle and confidently talk with the childminder about their favourite toys and books. They routinely seek reassurance and cuddles from the childminder, showing that they feel safe and secure.

The childminder provides an ambitious and well-planned curriculum that builds effectively on children's interests. Children explore seasonal changes through hands-on activities and expand their vocabulary as they name pumpkins and acorns at the exploration table. The childminder provides activities that promote children's physical development. For example, babies are encouraged to stand at small tables and use spoons to scoop rice into pots. Older children have the more challenging task of using various tools to fill autumn-themed moulds, building on their hand strength and coordination. They take regular trips to local parks and woodlands, where children enjoy walking and climbing as they explore the natural environment. These outings provide opportunities for children to be physically active.

Children learn to behave well through daily routines and interactions. The childminder encourages good table manners, such as sitting properly, waiting for everyone to start eating and using polite words, for example please and thank you. This supports children in developing good social skills and respect for others.

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

- The childminder's curriculum is filled with a good range of learning experiences tailored to each child's interests and individual needs. As a result, the children engage and are enthusiastic about their play and learning. Using assessments and parent input, she identifies next steps in learning and plans activities that build on existing skills. This supports all children to make good progress, over time, from their starting points.
- The childminder uses some routines that support children to be healthy. For example, she provides fresh fruit as a snack and ensures children are physically active. However, she does not ensure that children learn to wash their hands before eating meals. This does not promote a good understanding of hygiene routines.
- The childminder encourages children to communicate effectively. She engages children in conversations throughout the day, clearly repeating words back to them to support their pronunciation. As the childminder reads with children, she pauses to allow them to point to and name objects in a book. This supports children to become confident communicators.
- Children make strong progress in their personal and social development. The

childminder is always on hand to help them share resources and take turns. For example, the childminder helps children share the toy phone as they all take turns saying, 'hello mummy' down the phone. Children giggle as they pass the phone to their friend. This enables them to build positive relationships.

- The childminder skilfully weaves early mathematics into everyday activities. For example, as children play with blocks, she helps count them out and compare heights. As children play with a toy cake, she talks about cutting it in half and quarters so that they can share it with their friends. This supports children to gain an understanding of early mathematical concepts.
- The childminder helps children understand how to keep themselves safe. For example, children learn about road safety when on walks. The childminder also uses role play to help children understand potential dangers. For instance, when children play with the toy kitchen, she talks about using oven gloves, as the food will be hot. This supports children to develop an understanding of how to manage risks.
- Partnership with parents is good. The childminder gets to know the children and their families well, building trusting relationships. She uses daily conversations and shares photos to inform parents about their children's day. She completes progress checks at age two and shares these with parents, providing them with ideas on how they can continue their child's learning at home.
- The childminder regularly evaluates her provision and keeps her knowledge current. For example, she keeps herself up to date with the latest guidance and legislation. The childminder regularly meets with other childminders to share good practice and will access support when needed. This helps her provide children with a good-quality provision.

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:

- ensure children follow handwashing routines to support their understanding of the importance of healthy practices.

Setting details

Unique reference number	EY277222
Local authority	West Northamptonshire
Inspection number	10260122
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	3
Date of previous inspection	13 January 2020

Information about this early years setting

The childminder registered in 2004 and lives in the town of Brackley, Northamptonshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides government funded childcare places.

Information about this inspection

Inspector
Charmaine Cayton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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