

Childminder report

Inspection date: 24 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 welcomed into the childminder's warm and homely environment. They develop strong bonds with the childminder, regularly checking in for cuddles, showing they feel safe and secure. Children settle quickly into the well-resourced environment where they are confident to make choices in their play.

The childminder provides children with a varied curriculum that meets their individual learning needs and supports their good levels of progress. Children's interest in emergency services is used to develop mark-making skills by mixing paint with emergency service toys. The childminder reinforces this interest through books, puzzles, and games about 'people who help us'. Children benefit from a broad range of outings that enhance their understanding of the wider world. The childminder helps them to learn about seasonal changes in the natural environment by observing how leaves change colour. Children enjoy collecting natural objects, such as conkers, leaves and twigs, which they later use in craft activities.

Children play alongside their friends with support from the childminder who gently guides them to share resources. They learn to take turns through playing games and daily routines. For example, children line up at the sink before washing their hands for snack.

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

- The childminder knows children well. She gathers information about children when they start so she is aware of their needs and their developmental stage. The childminder uses regular assessments and observations to help identify and plan for children's next steps in learning. However, at times, the childminder does not ensure that her teaching challenges older children's learning, helping them to build on what they already know and can do.
- Language and communication development are supported well, overall. For example, the childminder models the correct pronunciation of words when talking to children and talks to them about what they are doing. However, at times, the childminder does not provide children with opportunities to expand their thinking skills to promote their language further. The childminder often asks lots of questions that require one-word answers, which at times prevents children from using a wider range of words and sentences.
- The childminder introduces early mathematics through children's play experiences. She counts aloud while children line up cars and helps them identify the tallest and compare to the shortest. This allows children to hear mathematical language.
- Children take part in music time every day. They cheer with delight when the childminder opens the instrument box. Children shake, bang and blow musical

instruments as they play along to their favourite songs. The childminder encourages children to dance along to action songs. They enjoy moving in a range of ways and develop their gross motor skills as they clap their hands and stomp their feet to the actions.

- Children learn how to keep themselves safe through everyday routines. The childminder has conversations with children before they go on outings, explaining how to keep themselves safe. Children talk about road safety and show understanding of what the colour of a traffic light means. This helps children develop awareness of safety on outings.
- The childminder promotes children's understanding of staying healthy. She offers a variety of fruit for snack and children have access to fresh water throughout the day. The childminder provides activities and reads stories that teach children how to care for their teeth. Children learn to wash their hands before eating and after toileting, as part of everyday routines. This supports children to learn healthy habits.
- Parents appreciate the regular updates they receive from the childminder about what their children have been learning and doing. They value the advice and guidance the childminder shares on how to support their children at home.
- The childminder recognises the importance of ongoing professional development. She keeps her mandatory training, including safeguarding and paediatric first aid, up to date. However, the childminder does not consistently undertake additional training to further enhance her understanding of child development and strengthen her teaching skills.

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:

- develop the curriculum for older children, to offer further challenge to what they already know and can do
- strengthen questioning techniques, to extend and build on children's speech further
- extend professional development opportunities, to strengthen teaching skills.

Setting details

Unique reference number	EY293797
Local authority	North Northamptonshire
Inspection number	10399268
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 November 2019

Information about this early years setting

The childminder registered in 2004 and lives in Kettering, Northamptonshire. She operates all year round from 7am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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