

Childminder report

Inspection date: 30 June 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 develop secure attachments with the experienced childminder. She has a warm and friendly approach and knows children and families very well. This helps children to feel safe and secure. Children are keen to enter the welcoming environment and are confident to explore the variety of activities on offer. As children build train tracks, the childminder uses spontaneous opportunities to weave mathematical language into their play. Children then comment on the trains being 'bigger' and 'making tracks longer'.

The childminder listens to the children, taking account of what they say, and joins in with their conversations. As a result, children are confident to talk to the childminder and visitors while playing. Children develop their imagination as they pretend to make 'special ice creams'. The childminder extends their play by offering resources such as wooden ice creams, which further absorbs their interest.

Outside, children play happily in the secure garden. The childminder provides various activities that help to strengthen children's small and large muscles. Children use sponges to wash large vehicles and use paintbrushes to make marks with water. They excitedly run and jump to catch bubbles. As they play, the childminder uses lots of praise and encouragement, which helps to build children's self-esteem.

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

- The experienced childminder has a good understanding of child development and provides a well-balanced curriculum. When children start, she gathers information from parents and observes the children to identify their starting points. The childminder uses ongoing assessment to plan next steps in learning and identify any children who may be at risk of falling behind. This ensures all children make good progress.
- The childminder takes children on regular outings and purposeful visits. For example, they visit the local garden centre, the library and various groups in the community. This gives children new experiences and enhances their personal and social development.
- The childminder supports children's language and communication well. She models language for children while they play and uses open-ended questions. The childminder uses correct pronunciation when children are learning to talk and introduces new words. For example, when children comment that dough is yellow, the childminder explains that the dough is 'gold', helping to extend their knowledge.
- Children's behaviour is very good. The childminder has clear expectations of boundaries and routines, which she calmly reminds children of during their play.

She is a good role model and praises positive behaviour. As a result, children play happily alongside each other, sharing and taking turns, and show a positive attitude to learning.

- Overall, the childminder promotes independence. Children are confident and have a 'can-do' attitude. When introduced to new tools to manipulate dough, they persevere, squeezing as hard as they can, showing pride in their achievement. However, on occasion, the childminder performs more difficult tasks for the children, such as opening dough pots and lunch boxes. As a result, children are not given the opportunity to tackle these challenges.
- The childminder promotes good health and hygiene. She encourages children to attend to their self-care needs. The childminder shares healthy eating ideas with parents. She gives children the opportunity to grow fruit and vegetables and to help water the plants. Children begin to understand where food comes from as they eat what they have helped to grow. At mealtimes, the childminder talks to the children about food making them big and strong. However, she does not explain to children the benefits of making healthy food choices to develop their understanding of how to keep themselves healthy.
- The childminder builds strong relationships with parents. She keeps parents informed about their children's learning, development and care needs through a daily diary and discussion. Parents speak highly of the care their children receive. They comment that they are more than happy with the childminder and feel they are kept well informed.
- The childminder keeps her knowledge up to date through regular online training. Recently, she completed designated safeguarding lead training. She reflects on practice and is confident in adapting and extending provision to meet the needs of the children in her care.

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:

- encourage children to attempt more challenging tasks themselves
- enhance children's understanding of healthy food choices and ways to keep their bodies healthy.

Setting details

Unique reference number	EY345090
Local authority	North Northamptonshire
Inspection number	10394671
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	19 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in Irthlingborough, Northamptonshire. She operates her service according to demand, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Sheila Sidey

Inspection activities

- 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 at various times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the 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 inspector discussed safeguarding procedures with the childminder.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting.

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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