

Childminder report

Inspection date: 26 March 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they enjoy playing with their friends at the childminder's welcoming home. Parents say that children ask if they can visit even when it is not their usual day to attend. Children have fun while they practise basic skills that the childminder identifies they will need for future learning. For example, children confidently make choices from a good range of toys and equipment, indoors and outside, and lead their own play. They follow routines well, such as helping to tidy away resources after modelling with dough. Older children independently put on their coats and shoes for outdoor play.

Children cooperate well together, sharing items willingly. The childminder provides a sand timer for children to use to work out when it is their turn. Children show that they know what is expected of them. The childminder sets clear boundaries for their good behaviour. For instance, she helps to promote good manners, including saying 'please' and 'thank you'. She offers children plenty of praise and encouragement. This supports children to have a go and succeed at activities, such as rolling dough into balls and snake shapes.

Children demonstrate strong bonds with the childminder. She is a positive role model, showing respect and care for others. Children are kind and friendly to adults, including visitors, and towards their peers. The childminder prioritises helping children to recognise and manage their emotions in readiness for starting school.

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

- Children concentrate well during well-planned activities. They spend significant periods of time moulding dough, using a variety of tools. The childminder demonstrates how to use equipment, such as cutters. Children copy her and use their imagination to name their creations. For instance, they say that they are making 'pizzas' and 'ice cream'. Children practise their fine motor skills as they squeeze hard to shape the dough into long strands of pretend spaghetti.
- The childminder reads stories to children regularly and teaches them songs and rhymes. She provides a commentary for their individual play. One-to-one support for children who speak English as an additional language is good. For example, children learn to name familiar objects, such as animals, colours and body parts. However, during group activities, the childminder does not consistently use opportunities as effectively to introduce new words.
- Children benefit from many experiences to help them find out about the wider world. The childminder provides a highly inclusive approach. For example, she helps children to find out about many different cultural and religious celebrations. Children enjoy walks to parks and nature trails where they explore

the local environment. They delight in feeding ducks while on their outings.

- The childminder gets to know children well overall. She provides tailored settling-in sessions to support children who are new to her setting. The childminder generally uses her knowledge about what children already know and can do, to plan for their needs. However, on occasion, there is a delay in gathering information from parents and from her observations. This hampers her ability to identify some children's next steps swiftly from the start.
- Children play outdoors in the fresh air daily. They develop their good physical skills as they use their muscles to push themselves along on ride-on toy vehicles. The childminder sets up games, such as rolling balls to knock down skittles. This is one way in which children practise their gross motor skills. The childminder provides materials for children to draw on large sheets of paper in the garden. This helps children, including those who prefer to learn outside, to develop their early literacy skills.
- Parents say that they are regularly updated about their children's experiences and achievements. The childminder makes sure that she communicates frequently with them so that they can continue children's learning at home. She works closely with parents, for example, on toilet training their child.
- The childminder focuses strongly on helping older children to prepare for school. She supports children to look after their own care needs, such as washing their hands before eating and after playing with sticky materials. She establishes links with other settings attended by children and with teachers at the schools they will move on to.
- The childminder updates her knowledge regularly. For instance, she completes weekly webinars on a variety of relevant topics. These include a focus on the development of children's communication and language skills. She reflects with the other childminder at the setting to maintain good standards and implement any appropriate changes.

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:

- enhance the process to find out promptly what children already know and can do, to inform planning from the start
- strengthen the focus on language development during group activities to help enrich and widen children's vocabulary, appropriate to their ages.

Setting details

Unique reference number	EY399072
Local authority	North Northamptonshire
Inspection number	10380761
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 June 2019

Information about this early years setting

The childminder registered in 2013 and lives in Kettering, Northamptonshire. She works with her husband, who is also a registered childminder. They operate their provision all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for children age nine months upwards.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- 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 and the inspector carried out a joint observation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025