

Childminder report

Inspection date: 30 July 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are not effectively supported by the childminder at all times. This is with particular regard to monitoring children's attendance, exposure to risks in the environment and hygiene. In addition, there are weaknesses in the childminder's safeguarding knowledge.

Learning opportunities and experiences for children are poor. Although the childminder knows about children's interests, she does not plan well enough for their learning. She does not understand how to develop and implement a curriculum with clear direction to ensure that children consistently receive quality learning experiences.

Despite these weaknesses, children are happy and settled. They develop close attachments to the childminder, who is attentive to their needs. The childminder speaks kindly to children as they play and uses praise to promote children's positive behaviour.

Children have regular opportunities to play outdoors in the childminder's garden. The childminder reminds children how to stay safe as they explore the outdoor environment. Children respond to simple requests, such as to keep sand in the tray and to share resources. Children regularly visit local play areas and groups in the community, where they meet new friends and have opportunities to develop their social skills.

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

- The childminder understands some aspects of safeguarding, such as her responsibility to report safeguarding concerns, including if an accusation was made against herself. However, she does not have sufficient knowledge of safeguarding matters, such as the 'Prevent' duty or county lines. This lack of knowledge means that children's safety and welfare cannot be assured.
- The childminder does not design, plan or sequence her curriculum to ensure that children gain the skills they need for future learning. Although she is aware of what children are interested in, she does not build on what children already know and can do. For example, the childminder uses an interest in horses and provides different toy horses to play with. However, there is no clear intent for the activity, and the childminder's interactions with children are poor. Therefore, children's learning is not supported.
- The childminder's home and the resources she provides are well maintained and clean. However, there are potential risks to children in the environment that have not been identified and addressed. For example, while the childminder explains that she teaches children not to access kitchen cupboards, she does not

adequately address the potential risk that they could gain access to cleaning products. As a result, she does not identify and remove potential hazards that could be harmful to children.

- The childminder teaches children basic hygiene routines such as washing their hands before eating and after toileting. However, she does not ensure that there are suitable hygienic changing facilities for children who are in nappies. For example, she changes children's nappies on the floor without a changing mat.
- The childminder does not ensure that children's attendance is accurately recorded, including the times that they arrive and leave the setting. In addition, she does not gather full information on children's allergies or gain permission to administer medication. This does not ensure the safety of children.
- Children behave well and are kind to one another. They learn to share and take turns with support from the childminder. She uses prompts and reminders to children to 'share with your friends' when they want the same toy. This helps children to understand what is expected of them.
- Parents receive daily updates on their children's care routines. They share that their children bond well with the childminder and make friends. Parents say their children enjoy attending and that they feel supported.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge and understanding of how to identify and manage all safeguarding concerns	05/09/2025
seek prior written permission from parents to administer medication to children	05/09/2025
ensure there are suitable hygienic changing facilities for changing any children who are in nappies	05/09/2025

ensure effective risk assessments are carried out to identify potential risks to children, and take action to reduce them	05/09/2025
maintain a record of the days and times when children attend the setting	05/09/2025
implement a well-sequenced curriculum that meets the needs of children and ensures they make good progress.	05/09/2025

Setting details

Unique reference number	EY427620
Local authority	West Northamptonshire
Inspection number	10399342
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	28 November 2019

Information about this early years setting

The childminder registered in 2011. She lives in Market Harborough. The childminder operates all year round from 7.30am until 6pm, 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

Charmaine Cayton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 inspector discussed how the curriculum had been implemented and the impact that this had on 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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