

Childminder report

Inspection date: 13 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides an individualised settling-in process when children start with her. She gains information about what children like and dislike and plans activities that are familiar to them to help them to settle. The childminder finds out about the routine times of children's day, such as snack time and when or if they sleep. This means children settle quickly when they start as the childminder uses the information gathered from home to support them as much as possible. She uses ongoing information from parents, as well as her own observations, to help her plan activities to support children with the next stages in their learning.

The childminder encourages children to be as independent as possible. She is attentive to children's needs and when they need support with tasks, such as putting their shoes on, she shows them what to do and then gives children time to have a go themselves. The childminder encourages children and provides support if needed.

The childminder is kind and caring to children. Children enjoy spending time talking to her about their day and many relaxed interactions take place. They spend time explaining about the 'fairy potion' they are making and go on a hunt around the garden to find different leaves, herbs and petals to put into the potion.

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

- Since her last inspection, the childminder has engaged positively with the support offered by the local authority. She now has a much clearer understanding of how to support assistants with their professional development. The childminder has attended safeguarding training and has identified further training she would like to access to support her professional development even further. The childminder has reviewed her risk assessments and adapts activities as they take place. For example, the childminder recognises that children need more support with using scissors. She provides different scissors that children can cut with more independently, but that minimise the risk of any accidental injuries.
- Parents comment that the childminder has supported their children with developing their independence skills. They also say the childminder ensures consistent communication between the different settings children attend. The childminder makes sure any messages between home/the childminder and other settings are passed on and vice versa. She shares photographs with parents throughout the day, so they can see what activities children have been taking part in.
- The childminder supports children to develop a healthy lifestyle. Throughout the day, children have many opportunities to develop their physical skills. They

explore different activities in the childminder's garden, such as crawling through a tunnel and climbing up steps to use a slide. The childminder supports children to learn about where food comes from. Children excitedly collect eggs from the chicken coop in the garden. Later, they use the eggs to make scrambled eggs on toast for lunch.

- The childminder supports children to develop their communication and language skills. She reads the same book to children at snack time over the course of the week, recognising that this gives children the opportunity to fully embed new words. Children begin to use words associated with feelings and share their experiences of times when they have felt happy or sad. The childminder repeats words back to children to help them develop their pronunciation of words.
- The childminder incorporates some aspects of mathematical development into children's play. For example, when children travel down the slide, they count how far they travel on the ground by using cones. The childminder shares how she includes aspects, such as shape, space and measure. However, these are not yet fully embedded.
- The childminder supports children to behave in a positive way. She encourages children to share with each other by showing them what to do and being a positive role model. When children occasionally need support with their behaviour, the childminder speaks to them calmly and sensitively and shows them what to do. The childminder praises children when they are doing the right thing.

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 quality of teaching of mathematics even further.

Setting details

Unique reference number	EY436322
Local authority	North Northamptonshire
Inspection number	10396914
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	21
Date of previous inspection	16 December 2024

Information about this early years setting

The childminder registered in 2011. She lives in Earls Barton, Northamptonshire. The childminder holds qualified teacher status. She cares for children from Monday to Thursday, from 7.30am to 5.30pm, all year round except for bank holidays and family holidays. On Fridays, she operates before and after school only, from 7.30am to 9am and 3.30pm to 4.30pm. The childminder provides funded early education.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector viewed written feedback from parents, and took account of their views.
- 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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