

Childminder report

Inspection date: 28 January 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

The childminder has a warm and friendly approach and provides a welcoming environment. She knows the children well and uses their interests to plan a varied curriculum. Children are happy and show they feel secure as they confidently settle at chosen activities. Children share toys, and the childminder reminds them, through spontaneous games, to take turns.

Children develop a positive attitude to learning. They enjoy scooping rice into containers, helping to develop their small muscles. They persevere, showing high levels of engagement as they confidently add different resources to enhance their play. Children use their imaginations, pretending to make hot chocolate and other foods with the childminder. They develop their language skills as they talk to the childminder and visitors. Children recall the childminder's expectations as they remind everyone to 'hold on' to banisters when walking downstairs. During activities, the childminder engages children in conversation and narrates their play, introducing new words. This helps to build children's vocabulary. Children learn to count and develop an understanding of early mathematics as they play. The childminder talks with children about items being 'big' or 'small' and toys being 'under' and 'on top'.

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

- The childminder has a good understanding of what she wants children to learn. She gathers information from parents about children's abilities when they join her setting. She uses this information to get to know the children and plan the environment using their interests. The childminder identifies what children already know and need to learn next. She supports children, including those with special educational needs and/or disabilities, to make good progress in their learning and development.
- The childminder promotes children's physical skills. Children develop large muscles during visits to local parks, using large equipment to climb and balance. This helps them develop confidence and coordination. The childminder plans activities to strengthen children's small muscles. For example, children learn to build with blocks and use different hand grips to pick up grains of rice.
- The childminder has clear expectations for children's behaviour. She interacts well with the children, encouraging sharing and turn-taking. When minor disagreements occur, the childminder calmly reminds children how to share and promotes positive behaviour.
- The childminder models language well. She supports children to use correct pronunciation when learning new words. This helps children to develop their language and communication skills. Children show delight in singing their favourite songs. They snuggle up with the childminder to listen to stories. They

comment on pictures, spotting the 'elephant's tongue' and 'monkey's tail', and the childminder uses open-ended questions to prompt children's thinking. However, on occasion, the childminder asks lots of questions in quick succession without giving children time to think and respond.

- The childminder supports children to develop their independence and self-care skills. She encourages children to complete tasks for themselves, such as washing their hands before and after meals. Children's water bottles are readily available, and children access them independently. After meals, children put their rubbish in the bin and help to tidy away activities. The childminder uses encouragement and praises children's efforts, which helps to build their self-esteem and sense of achievement.
- The childminder forms good relationships with parents through discussion and online applications. Parents report they are kept up to date on their children's learning and development. They say they regularly receive photos and observations of their children through the app. Parents speak positively and are happy with the care and education their children receive. They comment that they are 'more than happy' and say their children 'love coming to the childminder's house'.
- The childminder reflects on practice and regularly evaluates her provision to ensure she is meeting the needs of children. She keeps her knowledge of early years up to date by regularly attending online training. Recently, she has completed 'Building on Success' training. Furthermore, she networks with other childminders to share knowledge and exchange ideas. This supports her continued professional development.
- The childminder liaises with schools and completes transition documents when children leave her setting. This helps to ensure children's needs are shared and continue to be met. Children visit schools and meet their new teachers during visits they make to the childminder's home. This helps children prepare for the transition to school.

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:

- strengthen interactions with children by giving them more time to think and respond to questions.

Setting details

Unique reference number	EY450387
Local authority	West Northamptonshire
Inspection number	10368117
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 3
Total number of places	8
Number of children on roll	6
Date of previous inspection	8 March 2019

Information about this early years setting

The childminder registered in 2012 and lives in Daventry, Northamptonshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 6.

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 curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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