

Childminder report

Inspection date: 19 November 2024

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 warmly greeted on arrival, which helps them to feel settled and secure in the childminder's care. The childminder has considered a key range of skills for children to develop over time. She liaises closely with parents when children first start to identify the skills and knowledge they already have. She then continues to monitor their progress to ensure every child achieves in line with their needs and abilities. Potential gaps and delays in children's development are promptly identified. This enables the childminder to provide additional support to help children to achieve in these areas.

Children learn to behave well and to be respectful of other people's varying backgrounds and beliefs due to the childminder's positive influence. She encourages children to learn good manners and to be confident to express their needs. The childminder skilfully incorporates key words from children's home languages into their play and routines. She repeats these in English to support children's growing awareness and understanding of English. The childminder supports children to learn how to stay safe. For example, stories are read to children to help them to learn about their bodies and their rights to say no, and to speak up about any concerns. Discussions with children and information shared with parents on internet safety ensure that children remain safe when using technology.

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

- The childminder works closely with parents to ensure children's individual needs are met. Parents confirm that they receive regular updates about their children's care and learning. They explain how their children have developed their communication skills. They also express how supportive the childminder has been when concerns about children's development have been identified.
- Children learn about life cycles. The childminder provides them with first-hand opportunities to observe how tadpoles grow into frogs. She also plants lots of fruit and vegetables with children to help them to learn about where foods come from.
- The childminder implements good health and hygiene routines. She encourages children to learn to be independent with toileting, hand washing and nose blowing. A carefully positioned mirror enables children to observe themselves as they blow their own nose. Discussions and activities about healthy eating and oral health help to support children's knowledge of how to maintain their well-being.
- The childminder is aware of children's next steps in learning and she engages in their play to support them to achieve these. However, younger children tend to quickly move from one activity to another. It is only when more focused learning

opportunities are provided that children's attention and focus are sustained for a good length of time.

- A focused play dough activity is used to support children's fine manipulative skills as they use tools to manipulate the play dough. The childminder introduces key words as children play, such as 'roll', 'squish' and 'squash'. Some children enjoy creating and designing with the dough, while others enjoy stacking the dough containers. This more focused, adult-directed activity successfully maintains children's interest and focus for a good length of time.
- Children's hand-eye coordination is supported as the childminder provides them with safety knives to chop up their own fruit. They enjoy the challenge of doing this and then eating what they have chopped. The childminder closely supervises children, especially while they are eating, to ensure their health and safety are maintained.
- Children's communication skills are supported through daily stories and songs. The childminder also narrates as children play and asks simple questions to encourage their speaking skills. However, when children use unclear words, the childminder does not always clearly repeat these back to them. This means children do not always hear the correct pronunciation of words to support their growing vocabulary skills effectively.
- The childminder has undertaken further training on child protection to ensure that she is aware of her roles and responsibilities to protect children from harm. She has increased her knowledge of possible indicators of abuse children may be exposed to, including within the local and wider communities.
- Children are encouraged to learn to listen and follow instructions during planned physical activities. The childminder asks children to move in different ways, giving more complex instructions to help children to develop their critical thinking skills.

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:

- consider how to introduce younger children to more challenging, focused play and learning opportunities that sustain their focus and attention
- consider how to consistently repeat the correct pronunciation of words to children during their play.

Setting details

Unique reference number	205609
Local authority	North East Lincolnshire
Inspection number	10367526
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 1996 and lives in Grimsby. She works Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She offers government funded places for childcare.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- Parents shared their views of the childminding provision with the inspector.

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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