

Childminder report

Inspection date:

17 September 2019

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

The childminder provides a welcoming environment. Children confidently choose from a range of resources and activities that interest them. They demonstrate through their demeanour that they feel safe and secure during their time spent with the childminder. Children appear happy and at ease. They play imaginary games and concentrate deeply as they use toys to create imaginary scenarios. The childminder has appropriately high expectations of children and they respect her rules and boundaries. She places emphasis on developing children's social skills and is committed to helping children to develop a love of learning. The childminder is a positive role model and children behave well as a result of her warm and positive interactions towards them. They demonstrate good manners and are polite and helpful. Older children show their caring nature as they pass pots of paint to younger children during a painting activity. All groups of children demonstrate positive attitudes to learning and a charming eagerness to learn. They enthusiastically join in singing nursery songs with the childminder and they are keen to please her. Children are proud to showcase their work, such as paintings and shapes they create from sand. They smile and revel in the praise the childminder gives them.

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

- The well-qualified childminder promotes children's communication and language skills effectively. She is purposeful in her skilful use of language and vocabulary. This provides children with good examples of how to pronounce words and construct sentences. The childminder uses rich language to describe how the surface of water can reflect children's faces just like a mirror.
- The childminder motivates children to learn in various ways. She reads to them in an enthusiastic and animated manner. Children are enthralled and join in with the storytelling experience as they make animal noises with their voices.
- The childminder uses online training as one strategy to help enhance her teaching. She also completes all mandatory training and holds a paediatric first-aid certificate. This ensures that she knows what to do in the event of a medical emergency.
- The childminder thinks about the service she provides. She considers feedback from parents and children when identifying areas of improvement. Parents have daily opportunities to share and exchange information about their children's progress. They comment appreciatively about the childminder and emphasise their gratitude for the service they receive. Children echo their parents' views and comment on their affection and appreciation of the childminder.
- The childminder gathers detailed information from parents about their children's skills, needs and abilities when they first start. She uses this specific information to help her to meet each child's individual care and learning needs effectively.

- The childminder prioritises children's emotional well-being. She uses interesting and challenging activities to help to promote their resilience. They confidently rebuild a tower made from construction blocks after they accidentally knock it down. Children have daily opportunities for outdoor physical play where they refine their large-muscle skills. They enjoy trips to the local park and activity centre. Children learn to master some of the skills they will need for their future independence. For example, they learn to use the toilet unaided, wash their hands and put on their own coats and shoes.
- The childminder provides children with high-quality education. She plans rich and varied learning experiences that help to prepare them for their future successes. They learn about the wider world they live in. Children benefit from natural surroundings during daily nature walks. They collect leaves and talk about the people, colours and numbers they see.
- The childminder does not always demonstrate that she confidently and accurately understands how the areas of learning relate to children's learning and development. This means that the quality of her teaching and the support she gives children is not yet at the highest possible level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do in the event that she has concerns about a child's welfare. She regularly refreshes her knowledge of safeguarding issues through training. The childminder attends regular local area network meetings and keeps up to date with any changes to safeguarding policy or procedures. Children are kept safe at the setting because the childminder is vigilant and supervises them well at all times. She ensures that her home is suitable and well prepared before children arrive. The childminder identifies and minimises any potential risks to children's safety through daily assessments of risk.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance knowledge of all areas of learning to identify consistently how these underpin children's learning and raise teaching skills even higher.

Setting details

Unique reference number	205662
Local authority	North East Lincolnshire
Inspection number	10071700
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 November 2015

Information about this early years setting

The childminder registered in 2001 and lives in Grimsby, North East Lincolnshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Karen Tyas

Inspection activities

- The inspector observed the childminder interacting with children as they played indoors and outside. She evaluated an adult-led activity and discussed with the childminder the impact of her teaching strategies.
- The inspector spoke to and interacted with children at appropriate times. She considered written feedback supplied by parents and children.
- The inspector sampled documentation, including policies and training certificates. She discussed children's individual progress with the childminder.
- The inspector talked to the childminder about how she evaluates the service and her plans for continual improvement.
- The inspector checked evidence of the suitability of all adults living on the premises and discussed the childminder's continued professional development and training.

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 2019