

Childminder report

Inspection date: 9 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder places an emphasis on children playing and learning outdoors. She encourages children to follow their interests and is committed to helping all children reach their full potential. Children enjoy talking about the things they see and experience during the daily walk to take older children to school. They identify conkers and talk about decorating fir cones. Children play together in harmony and attend groups, such as the local playgroup. They learn about friendships, share and take turns. Children are happy and demonstrate through their behaviour that they feel safe in the childminder's care. They voice their enjoyment of playing with construction blocks and craft activities.

The childminder has appropriately high expectations of children's behaviour and attitudes. They respond well to her nurturing interactions. Children are motivated to learn and join in. They are polite and well mannered. Children settle quickly on arrival at the childminder's welcoming home. They are clearly at ease and enjoy their time spent with each other and the childminder. Since the COVID-19 pandemic began, the childminder has enhanced existing cleaning routines so that she can deep clean and disinfect the environment. This has helped her to minimise the potential risks of spreading infection, such as COVID-19, and keep children safe.

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

- The childminder supports children's vocabulary and speaking skills well. She enthusiastically reads stories to them and repeats the correct pronunciation of words. Children confidently join in during language-rich activities, such as when they sing nursery songs. Babies babble, smile and make eye contact. Children are self-motivated and their inquisitive natures are strengthened through purposeful play opportunities and discussion.
- Parents appreciate the childminder and are supported to extend their children's learning at home. The childminder shares information with the local school when appropriate. She reflects on the service she provides and considers the views of parents and children. However, the childminder has not yet implemented her plans to enhance her professional knowledge of how to best to support children's learning. This means that there is scope for the childminder to support children's learning to an even higher level.
- Children enjoy and benefit from a range of daily physical activities. For example, they stretch and move their bodies during yoga sessions. Children become aware of their posture and enjoy a calm space as they focus on controlled breathing techniques.
- The childminder helps to promote children's emotional well-being. She is encouraging, kind and children enjoy the praise that they receive from her.

Children are becoming resilient individuals and persevere to master tasks, such as when putting on their winter boots.

- Children learn the skills they will need for their future modern lives, such as tolerance, respect and empathy. Toddlers kindly offer babies their favourite soft toy. They enjoy challenge and demonstrate good concentration skills beyond their ages. For example, babies repeatedly remove the lids from coloured pens, make marks on paper and then skilfully replace the lids.
- Children learn about the wider community they live in. They visit local vegetable shops and the library, and enjoy trips on the bus and train. Children develop an awareness of the people that help us. They learn about good oral health during a visit from a dental hygienist.
- The childminder uses effective assessment and planning to help children build on their different starting points in learning. She also provides opportunities for children to practise newly acquired skills. All groups of children make good progress across the prime areas. This includes those children in receipt of funded early education. Any small gaps in children's learning close quickly.
- The childminder knows when to give children the time and space to lead their own play, and when to offer assistance. She works in collaboration with other childminders and uses the information gained from meetings with them, to enhance her own practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe in her care. She ensures that she keeps up to date with the latest child protection information. The childminder is able to identify the potential signs of abuse. She knows the procedure she must follow if she has concerns for a child's safety or welfare. Children are kept safe. The childminder checks her home each day for potential risks to children's safety and minimises them. She understands the signs that a child may be at risk from extreme views and opinions and knows how to act on this.

What does the setting need to do to improve?

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

- implement plans to help raise the overall quality of education to the highest possible level, to support children's learning to the maximum.

Setting details

Unique reference number	2530705
Local authority	North East Lincolnshire
Inspection number	10112495
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Grimsby, Lincolnshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Karen Tyas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together. The provider talked about the arrangement of the activities and resources she provides, and her plans to support children's learning.
- The inspector observed the quality of education during activities indoors, and discussed with the childminder the impact that has on children's learning and development.
- The inspector took account of parents' views expressed through written feedback and conversations with children.
- The inspector checked the childminder's understanding of safeguarding issues. She looked at a sample of relevant documentation, such as evidence of suitability of all adult members of the household and the childminder's qualifications.
- The inspector held discussions with the childminder about her leadership and management. They discussed several aspects, including the process of self-evaluation, reflective practice and plans for continual improvement.

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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