

Childminder report

Inspection date: 15 August 2023

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

Children are happy in the care of the childminder and her assistant. They quickly settle into the routines of the day. Younger children confidently look to older children for guidance. This enhances their learning as they copy and learn from their more experienced friends. The childminder demonstrates a high level of respect and models good behaviour towards the children. For example, she asks for permission when changing them. She asks their opinion and gives choices on what activities she sets up or what food she serves. Children understand what is expected of them and are confident to explain how they are kind to their friends. This helps children to feel safe and secure.

Children are provided with a broad and stimulating curriculum, which gives them the skills and knowledge they need as they continue their learning. For example, children take turns as they play a board game, developing their mathematical learning as they match numbers and quantities. They use their imaginations and share their resources as they make ice-cream cones. Children develop their independence skills as they fasten their coats and put on their shoes. They pour their own drinks and select their food at snack time. The childminder makes regular assessments of children's learning and development to ensure that children are making good progress. Any gaps in learning are identified, and targeted interventions are quickly put in place. This helps children to make good progress in their learning and development.

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

- Children are confident and motivated to learn. However, children sometimes have to wait while the childminder prepares new activities they have requested. While resources are freely available to children during this time, they are not set up to encourage children to engage with them. This means that children are not always engaged between activities.
- The childminder supports children's developing communication and language skills well. She introduces new words as children play, which helps to build on children's vocabulary and understanding. She gives children time to think and respond to any questions. The childminder seeks advice and support from external agencies, when necessary, to ensure that children receive the targeted support they require. This helps children to make good progress with their speech and language.
- Children develop a love of stories and books through repetition and discussions about storylines. For example, as they join in with the story 'There's a Bear in my Book', children recall the characters and what the story is about. The childminder asks children about their experiences linked to the story. This promotes children's speech and their understanding of the vocabulary used.

- Children develop good physical skills as they play. For example, outdoors, children climb on and crawl through the equipment. They run around and play football, developing their balance and large-muscle skills. Children practise their pincer grip by using tweezers to pick up animals and sort them into colours, which prepares them for writing.
- The childminder weaves mathematical learning into most activities and experiences. For example, children count how many mice are on a card. They decide if they need more mice or less mice to match the number they have spun on a wheel. When building brick towers, children use a variety of methods, such as vertical, horizontal, or crisscross, to determine which method is the strongest and can build the highest tower. Children make good mathematical progress.
- The childminder has implemented more robust cleaning routines to ensure that her premises are always clean and hygienic. Daily risk assessments of the premises identify any risks or broken equipment, which can then be quickly removed or rectified. This ensures that children are safe and secure.
- Partnerships with parents are strong. Effective settling-in sessions help children to settle quickly. Information about children is gathered from parents before they start so that targeted learning opportunities are provided straight away. Information about children's routines and learning experiences is shared daily with parents. This collaborative approach provides continuity in the care and learning of the children.
- The childminder has implemented a good programme of professional development for herself and her assistants. She has identified her training needs and regularly attends training sessions that deepen her skills and knowledge to support the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge of their roles and responsibilities to keep children safe. They understand the signs and symptoms of abuse and know who to contact to raise a concern. Clear procedures are in place if an allegation is made against the childminder, assistants or her family. Daily safety checks are completed prior to children arriving and throughout the day to ensure children are safe. Prior to playing outdoors, children are reminded about playing safely. The childminder and her assistants are trained in paediatric first aid, so they are able to respond to any accidents or incidents.

What does the setting need to do to improve?

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

- review the organisation of resources to support children to be more engaged in their learning.

Setting details

Unique reference number	2532927
Local authority	North East Lincolnshire
Inspection number	10284307
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	0 to 9
Total number of places	12
Number of children on roll	17
Date of previous inspection	1 March 2023

Information about this early years setting

The childminder registered in 2019 and lives in Immingham. She operates all year round, from 6am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 5. The childminder works with two assistants, who also hold a level 5 qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and she assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the childminder's setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder and her assistant. This included a review of relevant documentation, including suitability 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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