

Childminder report

Inspection date: 29 July 2022

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

Children are happy in the childminder's welcoming and inviting home, and they eagerly settle into the first of the day's activities. They excitedly show what they have learned and the skills they have developed. Together, children delight in counting the fish caught in the magnets while squirming away quickly before they get eaten by a hungry crocodile. Children are happy to share and wait to take their turns. They help each other to complete the task they have started and seek each other out to share experiences. Children love to sing, dance and move around to music. They aid each other to recognise the next set of dance moves and problem-solve to find the best ways of stretching, jumping, squirming and tiptoeing.

The childminder reflects constantly on the needs of the children and whether the activity she has planned is supporting those needs. She expertly changes activities and refocuses children to get the most out of their learning experiences. Children benefit from a wide variety of resources that they can explore and investigate. They feel safe and secure with the childminder and adore the physical contact and her caring nature, often looking towards her for reassurance. The childminder readily uses praise to help the young children develop a sense of value, kindness and helpfulness.

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

- The childminder forms strong bonds with the children and their families. She gives parents information on their child's progress, sending home activities and ideas to support their learning at home. In return, all parents speak highly of the childminder and are more than happy with the service she provides. They remark on how well the childminder communicates with them each day about children's experiences and developmental next steps.
- The childminder is able to quickly identify children who may be in need of extra support and readily seeks help from other professional agencies. She also undertakes training, such as speech and language courses, to ensure that each child is supported in their needs. The training has enabled the childminder to gently correct children on any mispronounced or misunderstood words. For example, she helps children who catch a 'seastar' by replying, 'yes, a starfish'.
- Children benefit from the childminder's imaginative planning. They find happiness and revel in the resources and small-world play that are set up daily. For example, the childminder encourages children to experience buying real fruit and vegetables from a pretend shop. Children use money to purchase from the shopkeeper and proceed to take these items to a table to chop up and add to a stew. Each child has the opportunity to be both the customer and the shopkeeper. When all the produce is sold, they count the money they have made.

- Children are supported well in readiness for school. They help to dress themselves and to pull on their coats and shoes. The childminder works closely with the local pre-schools and visits the other settings with the children to ensure that the next transition in their education goes smoothly.
- Children make good progress. The childminder makes the most of every opportunity to integrate a love of language, literacy and mathematics. She makes sure that children understand basic mathematical concepts and use these in practical situations. For example, when a child wants to buy four pieces of sweetcorn in the pretend shop, the childminder makes sure that the child understands that they need four pennies. Together, they count the correct amount and find out how many pennies are left in the bag.
- The childminder promotes healthy lifestyles and eating. The children enjoy growing food in the greenhouse and spending time in the large garden. Children benefit from visits, such as to the local parks and church. The childminder uses these visits to build knowledge and language. This helps to widen the children's experiences of the natural world and the wider community.
- The childminder promotes good listening skills and helps the children to hear instructions and start to question things that they see. However, at times, the childminder does not always give children the time they need to think and respond to questions and comments themselves, to further extend their skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands how to keep children safe. She regularly risk assesses her environment and watches children closely as they play. The childminder encourages the children to explore freely, develop their physical skills and learn about risk-taking in a safe way. She has extensive knowledge of safeguarding and keeps her knowledge up to date. The childminder has policies and procedures in place that she will follow should she feel a child is at risk of harm.

What does the setting need to do to improve?

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

- develop even more opportunities to extend children's language skills by allowing them time to explore their own ideas and respond to the questions asked.

Setting details

Unique reference number	2548874
Local authority	North Lincolnshire
Inspection number	10226016
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Crowle. She operates all year round, from 7am to 6pm, Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rebecca Creagh

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 inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.
- The inspector observed the interactions between the childminder and children.

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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