

# Childminder report

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Inspection date: 7 July 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are keen to show that they can do things by themselves, such as turning on a tap to get water. The childminder is very supportive as children learn to become more independent. She knows when they might need a bit of help to achieve an outcome and is quick to respond. Children show their obvious pleasure when they have mastered a new skill, which builds their confidence and self-esteem.

Children become very involved in their learning when exploring materials, such as dough and water. They show much curiosity and spend time finding out, at first hand, about the different properties of these materials. Children develop their small-muscle skills as they carefully fill different-sized containers with water. The childminder joins in with them, commenting on what they are doing. She introduces appropriate words, such as 'full' and 'empty', to extend children's vocabulary. The childminder reads frequently to children. She encourages children to look at the pictures in books and tell her what is happening. Children are keen to tell her why the bear looks 'sad' in a story they read together. They build their language skills, so that they can express their own views and ideas.

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

- Children have plenty of opportunities to learn outside. They are highly motivated by the excellent range of resources in the garden and are eager to explore. The childminder encourages children to be physically active to support their well-being and health.
- The childminder plans the curriculum to make sure that children develop the knowledge and skills, which they need to be successful learners. She ensures that resources are well organised and accessible for children to make choices. The childminder sensitively joins in with children's play to support and extend their learning.
- The childminder generally understands the benefits of working in partnership with others. She has created links with other childminders in the local area. However, the childminder has not yet fully established these partnerships with other settings, including those that children will soon attend, to provide consistency and continuity in children's care and learning.
- Children demonstrate much affection for the childminder. They readily go to her when they want reassurance or a cuddle. The childminder is consistently responsive to children's individual needs. Her calm and caring approach strongly nurtures children's emotional well-being.
- The childminder helps children to understand how to look after their bodies and to make healthy choices. She provides healthy snacks and drinks. The childminder supports children to be increasingly independent in managing their

own care needs, for example brushing their teeth and washing their hands.

- The childminder reflects on the quality of her provision and asks for the views of parents and children. She wants to develop her knowledge and skills to enhance the quality of her teaching. However, the childminder is not currently focused on identifying professional development opportunities.
- Parents are extremely positive about the childminder's setting. They know their children are safe and happy. Parents are kept well informed about children's routines and learning. They particularly praise the stimulating environment and resources that the childminder provides.
- Children access a range of costumes and props, which provides opportunities for them to use their imaginations. They select the resources they want to transform themselves into different characters. Children build their confidence to share their ideas in creative ways.
- The childminder uses daily routines, such as snack time, to promote children's understanding of number. She asks them if they can count the pieces of fruit. Children are keen to show their counting skills and have a go. They begin to recognise small quantities without counting, such as three crackers on a plate.
- Children behave well and demonstrate good levels of cooperation. They listen carefully to the childminder and respond appropriately. The childminder takes them to local groups, so they have opportunities to meet and play with other children. She is mindful that some children are less confident in new social situations. The childminder supports these children sensitively to help them be more outgoing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a well-maintained setting. As a result of the COVID-19 pandemic, she has introduced enhanced hygiene measures to ensure the health of children, which she has continued. The childminder has robust risk assessments for the house and garden. She is knowledgeable about the signs that would cause her to be concerned about a child's welfare and safety. The childminder describes the actions she is required to take if she had any concerns. She supervises children constantly, including when they are eating, to ensure that they are safe in her care.

## What does the setting need to do to improve?

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

- extend partnerships with other settings, including those that children are going to soon attend, to share relevant information to support consistency and continuity in children's care and learning
- identify appropriate professional development opportunities to strengthen the quality of teaching further.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2552616                                             |
| <b>Local authority</b>                             | North Lincolnshire                                  |
| <b>Inspection number</b>                           | 10220050                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 2 to 3                                              |
| <b>Total number of places</b>                      | 5                                                   |
| <b>Number of children on roll</b>                  | 4                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2020 and lives in Scunthorpe. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Rose Tanser

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk at the start of the inspection to discuss and observe how children's learning, development and safety are promoted.
- The inspector and childminder completed a joint observation and discussed the impact on children's learning.
- The inspector spoke to parents and read their testimonials to gain their views on the childminder's setting.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous 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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Piccadilly Gate  
Store Street  
Manchester  
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