

Childminder report

Inspection date: 10 June 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 arrive happily at the childminder's warm and welcoming setting. They sit together and join in with a story, which helps them to practise yoga. As they try out the bridge pose, staff exclaim, 'You look just like the Humber Bridge'. Children keep trying and enjoy their achievements. Children continue to develop their physical skills in the outdoor area. Younger children care for the dolls and take them for a walk with the pushchair. Older children practise their pencil control as they make a list of what they need for the builder's yard. Children are enthusiastic learners and explore the environment confidently.

Children behave well. Older children help younger children to fasten their shoes before they go to the garden. When children do encounter a problem, they go to the childminder and assistants to ask for help. Staff help children to understand their behaviour and how their actions might make someone feel. As a result, children are developing respect for each other.

The childminder reflects on parents not entering the setting since the COVID-19 pandemic. Parents now drop off and pick up their child at the door rather than entering the setting. Children settle happily as they leave their parent. They are safe and receive a warm welcome from the childminder and assistants.

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

- The childminder and assistants have high expectations of all children. They work with parents and observe children to understand their interests. They quickly build on children's interests to help them in their learning. For example, children show fascination in the dinosaurs, they take them outside and use them in the sand. This supports children to further develop their imagination.
- The childminder and assistants introduce new vocabulary to the children as they play. For example, children watch a video of the life cycle of a dragon fly. Staff explain that in its early stages it is called a 'nymph'. Occasionally, staff do not give children enough time to process new learning for it to be fully embedded. As a result, children do not always remember what they have learned before moving on to a new idea.
- Children are encouraged to practise good hygiene. They ask when they need to use the toilet and know they need to wash their hands when they are finished. Occasionally, staff do not support children to manage their self-care needs. For example, helping them to wipe their own nose and explaining why this is important. This means children do not consistently develop the skills to manage their own self-care.
- The childminder shares information about healthy eating with parents. Parents provide packed lunches and can use the helpful information provided. Children

enjoy talking about their lunch. For example, the childminder talks to them about how ripe the banana is and how it changes the taste. As they talk about the food, children are learning about healthy eating.

- Children are encouraged to help with tasks. For example, children help to tidy up before going outside. They help to collect the pots after snack and enjoy the responsibility as they clear away. This helps children to develop their independence and confidence.
- The childminder supports the assistants well. As a team, they reflect on what is working well and what could be improved. The childminder undertakes extensive training to continue to develop her practice and the setting even further. For example, the childminder has completed a course on supporting children's mental health. This has had a positive impact in the setting to support children following the pandemic. This training is shared effectively with assistants. As a result, assistants feel well supported in their role.
- The childminder and assistants work closely together to share information about children's learning and development. As a result, they have a good understanding of children's individual needs. They use this knowledge to plan exciting experiences for the children. This helps all children to make good progress in their learning.
- Parent partnerships are good. Parents speak highly of the setting and talk about what their child is learning. The childminder works closely with parents to identify if children need any additional support to help them progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know how to keep children safe. They understand the local safeguarding partnership procedures and how to report any concerns they may have. They understand the whistle-blowing policy and who to report to if they have concerns about an adult working with children. The childminder and assistants continue to update their safeguarding knowledge with further training. The childminder actively undertakes risk assessments of the environment to ensure it is safe for children. Children are encouraged to manage their own risks. For example, younger children confidently explore the outdoor environment and manage the large steps safely.

What does the setting need to do to improve?

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

- provide more time for children in their learning to help them to fully process and remember new ideas
- support children further in their self-care practices, so they fully understand the

reason for what they are doing and continue to develop their independence.

Setting details

Unique reference number	2554278
Local authority	North Lincolnshire
Inspection number	10226017
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 4
Total number of places	18
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. Her hours of opening are Monday to Friday, 8am to 4pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at Master's level and works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katherine Lakes

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Assistants spoke to the inspector during the inspection.
- The inspector spoke to the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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