

Childminder report

Inspection date: 15 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 develop the skills and vocabulary to communicate confidently. The childminder ensures that children hear and understand words that describe their different emotions. She reads stories that develop children's understanding of how others might be feeling. Children enjoy acting out these stories. For example, they pretend to be scared as they are being chased by a bear. Children begin to make links between these stories and events in their own lives.

The childminder plans opportunities for children to develop their problem-solving skills. For example, they plant seeds that do not successfully germinate. The childminder asks them for their ideas that might help the seeds to grow. She encourages children to listen to each other. Children decide that the plant pots need to be moved to a different part of the garden, to get more sun. Children learn that their ideas are valued, which supports their self-esteem and well-being.

The childminder is a good role model. She has a consistently calm and caring approach. Children behave well and develop good friendships with others. The childminder responds positively when children have slight disagreements, for example, at times when they want to play with the same resources. She explains to children, in an age-appropriate way, the need to share popular resources. Children show an awareness of how to keep themselves safe, for example, by independently putting on a sun hat to go outside on a hot day.

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

- The childminder and her assistant are a strong team. They are qualified in childcare and demonstrate a good understanding of their curriculum intent. The childminder and her assistant work closely, sharing ideas and constantly reviewing how they can improve outcomes for children. The assistant is well supported in her role, so that all children receive good levels of care and education.
- The childminder prioritises her professional development. She has high aspirations for her setting. The childminder makes sure that she accesses training that will have a positive impact upon children's learning and well-being.
- Children continually learn new words. The childminder uses children's interests in a medical kit to teach them the names and functions of the equipment, such as 'thermometer' and 'syringe'. Her assistant interacts with children as they play with the small-world animals in the water tray. She encourages them to tell her which animals they know, and teaches them the unfamiliar ones, such as 'jellyfish'. Children's language skills are effectively supported.
- Parents spoken to during the inspection praise the standards of care which the childminder provides for their children. They know that their children have an

enjoyable time at the childminder's setting. Parents describe the childminder as 'fun' and 'friendly'. They know that their children are being well supported in their learning and development.

- The childminder knows that some children have spent a lot of time at home during the COVID-19 pandemic, which has potentially made them anxious in new social situations. She has taken a sensitive approach to help children to become more confident as they start to attend stay-and-play groups and visit local amenities together.
- The childminder uses her observations of children to assess what they have learned and remembered. Her plans for the curriculum, generally, link to these assessments, so that children make good progress from their starting points in learning. However, occasionally, the childminder provides planned activities which are not closely matched to individual children's needs. This results in some children being less engaged in their learning at these times.
- Children become increasingly independent in managing their personal needs. They wash their hands at appropriate times with little prompting. When they have learned how to put on their shoes, they are keen to show they have mastered this skill.
- The childminder understands the importance of working in partnership with other professionals. She joins forums and meets with other childminders to share best practice. The childminder responds quickly if she knows that children may need additional support to continue making progress in their learning. She works closely with parents to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She accesses regular training to keep her knowledge current. She makes sure that her assistant understands policies and procedures. The childminder has made the required checks to ensure that her assistant is suitable to work with children. The childminder and her assistant can describe the signs that would cause them to be concerned about a child's welfare. They understand their responsibilities to report any concerns to relevant services. The childminder and her assistant hold relevant first-aid qualifications, so that they can respond appropriately to any medical incidents. The childminder carries out regular risk assessments to check that the setting is safe and suitable for young children 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:

- strengthen planned activities to consistently focus on what children need to learn next and build on their previous learning.

Setting details

Unique reference number	2556211
Local authority	North Lincolnshire
Inspection number	10226018
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	12
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Timberlands area of Scunthorpe. She operates during term time from 7am to 5.30pm, Monday to Friday. The childminder works with an assistant. The childminder and her assistant hold relevant childcare qualifications at level 3. 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 and development and safety are promoted.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector and childminder completed a joint observation, and discussed the impact this has on children's learning and development.
- The inspector spoke to parents to gain their views on the childminder's setting.

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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