

Childminder report

Inspection date: 21 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 enjoy the home-from-home environment the childminder provides. She works closely with parents to get to know children well. She adapts her routines to meet their individual needs. For example, she follows children's home nap routines at the setting. As a result, children enjoy warm and responsive relationships with the childminder and feel safe.

Children confidently choose their own activities and the childminder follows their interests. For example, when children pretend to make cakes in the sand, the childminder suggests they bake real cakes. This means that children concentrate well, know that their interests are considered and make good progress in their learning and development.

Children develop good communication and language skills. The childminder comments on what young children are doing so that they hear lots of spoken language. She uses repeated single words while they play, for example 'splash, splash, splash'. She uses extended sentences with older children and shares stories and rhymes with all children. This helps children to learn new words and practise discussions back and forth.

The childminder recognises that, due to the pandemic, some younger children need more time to settle in when they start at the setting. She has extended her settling-in procedures so that children are able to gradually develop a warm, positive relationship with her and settle well.

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

- The childminder has a clear vision for what she wants children to learn and be able to do. When new children start, the childminder asks their parents about their development and finds out what their interests are. She then observes them while they play, to gain a good understanding of what they will need to learn next. She plans interesting and engaging activities which help children to achieve these next steps. This means that children make good progress in their learning.
- The childminder supports children to develop their understanding of mathematical concepts. While baking, children add more flour to the weighing scales and talk about how many grammes they need. Outside, they draw shapes on the floor and exclaim, 'I did a square!', showing pride in what they have achieved. However, some less confident children are not always fully encouraged to join in all activities.
- Children enjoy playing outside each day. Older children use their legs to propel themselves forwards on balance bicycles. They move around obstacles with skill.

Younger children lift heavy pans from the sand tray and move them around the garden. They keep trying when this is physically challenging. The childminder supports children to develop their small-muscle skills. They tap an egg and pull it apart to add it to their cake mixture. These activities help children to develop their strength and coordination, and to make good progress in their physical development.

- Children are developing their independence skills. When they notice that sand has fallen on the floor, they confidently collect the dustpan and brush and sweep it up. The childminder encourages younger children to wipe their own nose with a tissue. This helps children to learn how to manage their own needs.
- The childminder supports children to share. When younger children become upset because they want a toy that another child has, she reassures them. She talks to children about taking turns and suggests another activity while they wait. Consequently, children learn to manage their emotions and share with their friends.
- The childminder communicates well with parents. She shares information with them daily about their care routines, learning and development. She helps them to understand how they can support their child's learning at home. For example, she works with parents to wean children off their dummy to help improve their speech and language skills.
- The childminder gives regular feedback to her assistants about their interactions with children. She holds regular supervision sessions with them. She supports them to keep their knowledge up to date and completes regular training. This ensures that the quality of care and education is continually evaluated and improved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn how to keep themselves safe. For example, she talks to them about the oven being hot. She has a good knowledge and understanding of possible signs that a child might be at risk of harm. She knows what to do if she has child protection concerns about a child, in line with local safeguarding partnership procedures. She understands the correct actions to take should an allegation be made against her, a household member or anyone working with children. She has regular discussions with her assistants to check that their safeguarding knowledge and understanding are kept up to date.

What does the setting need to do to improve?

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

- further develop good teaching practices to ensure all children, including those who are less confident, are fully included in all learning opportunities.

Setting details

Unique reference number	2568543
Local authority	North Lincolnshire
Inspection number	10226019
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 4
Total number of places	7
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and is located in the Scunthorpe area. Her opening hours are from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 6 and works with two assistants. She offers funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Miall

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022