

Childminder report

Inspection date: 7 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 thrive in the care of the childminder and her assistant. They are excellently supported to develop their well-being and to understand their emotions. Children understand the routines of the provision from an early age. For example, they know that they go to the woods to explore in a morning. They confidently explain what they do and how they get there. This helps children to feel emotionally secure.

Children demonstrate good road safety knowledge, as older children walk to the woods while younger children ride safely in the wagons. As children arrive at the woods, they go in search of the largest stick. They compare stick sizes with each other, quickly discarding the small ones. Children know how far they can explore before being called back to the childminder. Children learn to keep themselves safe.

Children join the childminder's assistant on a bear hunt through the paths. They stomp their feet and make swishy noises as they recreate the 'We're Going on a Bear Hunt' story. Children laugh with joy as they find the childminder and younger children who are pretending to be the bear. Children have great fun as they recall familiar stories.

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

- The childminder is accredited in the Danish approach to developing children's well-being and learning. She provides cosiness, familiarity and comfort in her provision. The childminder's curriculum is based on building children's confidence and self-esteem. Children's current interests are followed, which gives them time to explore, talk and investigate. For example, they go in search of deer tracks when they find out they have been spotted in the woods. As a result, children make good progress in their learning, including children with special educational needs and/or disabilities.
- The childminder uses repetition and recall to ensure that children understand the meaning and context of words. For example, when children are planting wildflower seeds in the woods, the childminder introduces the word 'pollination'. The children recall that the seeds will need soil, sunlight and water to grow, then they check that the seeds are not in the shade. Children learn good communication and language skills.
- Children have many opportunities to develop their knowledge of the world around them. They make regular trips to the woods, where they explore the natural environment. Children climb on tree stumps, search under logs for minibeasts and watch the leaves falling from the trees. Children follow a squirrel as it runs across the path and up the tree, looking for its home. The

knowledgeable childminder follows these interests to deepen the children's understanding of world around them. As a result, children develop a respect for the natural world.

- Children are settled and extremely confident. They show kindness to each other as they share their toys and remind younger children to be careful as they walk through the woods. Children behave exceptionally well. However, the childminder does not make use of opportunities to develop children's independence skills. This includes when the children are putting their coats and shoes on and taking them off, buttering their toast or pouring their drinks.
- Children develop their understanding of mathematics throughout their play. For example, children describe 'tall' and 'short trees', count how many plates they need and how many sticks they have collected. Children successfully complete jigsaws of increasing difficulty. They make good progress in mathematics.
- The childminder is exceptionally passionate about the care and service that she provides. She has carried out a range of research and learning to continually develop her and her assistant's knowledge. The childminder is a supportive mentor to her assistant. She offers regular opportunities to discuss and question her knowledge and skills.
- Parents are very happy with the excellent care that the childminder provides for their children. Parents comment that the support that they receive from childminder and her assistant is invaluable. They are kept up to date with what their children are doing and learning. Parents appreciate the ideas that the childminder provides to enable them to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to keep children safe. Risk assessments are carried out for the woodland walks. The childminder and her assistant each hold a paediatric first-aid certificate to ensure that they can respond appropriately to any accidents or incidents. The childminder and her assistant understand the procedures to follow if they have a child protection concern or if an allegation is made against them. The childminder has a clear understanding of the signs and symptoms that may indicate that 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:

- make use of opportunities throughout the day to develop children's independence skills.

Setting details

Unique reference number	2570862
Local authority	North East Lincolnshire
Inspection number	10226015
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 11
Total number of places	6
Number of children on roll	33
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Grimsby. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She holds an appropriate qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of suitability and training.

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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