

Childminder report

Inspection date:

8 December 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children make exceptional progress with the knowledgeable and nurturing childminder. The childminder's knowledge of child development is outstanding. She supports children's next steps by putting learning firmly in place in all activities. This ensures all children make rapid progress. All children are incredibly happy. They are confident in the childminder's setting and are engaged in the learning environment that the childminder has created. A wide range of resources and many opportunities are available for all children. The childminder uses children's interests and recent experiences to create activities and to help to secure learning. For example, children discuss foods that they like and talk about which ones are healthy. The childminder encourages the children to think about the impact that foods have on the body. Children respond by saying, 'I will grow big and strong like mummy and daddy.'

Children's behaviour is excellent. They do very well on the praise they receive, and they look to the childminder for reassurance when trying new things. For example, younger children explore cutting with scissors while creating a Christmas-themed picture. The childminder gives praise and assurance so that children develop confidence in approaching their activities. The childminder encourages the children to count in sequence and praises them as they do this. Children enjoy playing with each other and are highly respectful. They are kind and cooperate very well with others of different ages. Older children sensitively support the younger children during activities and show compassion when they need help or are unsettled.

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

- Children make exceptional progress. The skilful childminder knows the children incredibly well. Children's experiences are arranged in a logical way. They gain the skills needed for future learning through extremely well-planned and sequenced learning. For example, the children engage in making marks and practising their writing skills. The childminder provides different mark-making resources, including pens, pencils, felt-tip pens, crayons and whiteboards, for the children to explore the different types of marks that each resource makes. The childminder then discusses this with the children to support their understanding.
- The childminder has arranged her learning space very well and plans interesting and stimulating activities for children of all ages. Children talk about Christmas and have created wish lists and pictures for Father Christmas. The childminder talks about open fires and keeping warm in winter, and she asks the children questions about fire safety. The childminder uses colours on the craft fireplace to help the children understand about heat.
- The children enjoy playing with the feathers from a craft activity. The

childminder uses the activity to extend children's learning. She introduces a counting game and asks the children to group the feathers into colours and then to count them. She adjusts the activity for younger children so that all children have opportunities to learn.

- The childminder builds on children's interests by allowing them to select learning resources. She then uses these opportunities to develop children's learning. For example, the children ask to play with the musical instruments. The childminder puts on some music for the children to play along to while tapping out rhythms. The children dance and sing. This supports children's language and communication skills, as well as their self-expression and imaginative skills.
- Outside of the home, children are given the opportunity to explore the local community and visit parks, the museum and the library. The childminder has identified the importance for children to be able to interact with others outside of her home. She meets with other childminders so that children can build on their social skills.
- Children show a love of books, which is encouraged by the childminder, who reads to them regularly. She has excellent enthusiasm when reading to the children and uses accents and tone to engage the children in the story.
- Children show an extraordinary amount of independence. Older children put their shoes on by themselves in preparation for outdoor activities while the childminder talks to them about left and right feet. Younger children are encouraged to have a go and persist with difficulties they face while showing high levels of self-control. All children can pour their own drinks and wipe their faces after they have eaten.
- Parents speak very highly of the childminder. They commend her communication and delight in receiving information about their children's day, which supports conversations at pick-up time. Parents talk about the significant progress their children have made in their learning. They say that their children really enjoy being cared for by the childminder. The childminder works closely with other settings that children attend so that she can build on their learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has outstanding safeguarding knowledge. She completes training frequently to ensure she is up to date on wider issues in society, such as county lines and exploitation. The childminder has an excellent knowledge of the procedures to follow in the event of any concern about a child. She understands the importance of reporting any allegations made against herself or anyone in her household, and she knows who she needs to report these to. The childminder completes thorough safety checks daily and encourages children to assess risks during activities. This ensures that all children are kept safe and learn how to keep themselves safe when in her home.

Setting details

Unique reference number	2584157
Local authority	North Lincolnshire
Inspection number	10251084
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	2 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Scunthorpe, North Lincolnshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a formal childcare qualification equivalent to level 3.

Information about this inspection

Inspector

Marie Briggs

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 her evaluation of the provider.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out observations of activities completed by the childminder.
- Parents shared their written views on the setting, and these were taken into account by the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members and the childminder's training.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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