

Childminder report

Inspection date: 26 January 2023

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 love to explore at the childminder's home. They have access to indoor spaces that are full of awe and wonder and lots of natural outdoor space. Children take it in turns to race cars down the slide and fill buckets of water. The childminder and her assistants create a restaurant by the mud kitchen. Children add more muddy water to the twig 'sausages' and stir it with a twig spoon. Other children talk to the childminder and her assistants about a spider they have found, while younger children say 'shoo' to the spider. Children dig in the sand pit and fill buckets of sand by themselves. Other children roll tyres and help each other to make an obstacle course. Children laugh as they climb in the pretend bus and have a bumpy ride. They enjoy walks to feed the ducks and look after their pet rabbits.

Children are happy and receive comfort from the childminder and her assistants. They demonstrate this as they cuddle them. Children ask for help when changing their clothes. They sing stories together and laugh as they do the actions of the nursery rhymes. Children enjoy sitting together for their lunch and pass each other their water bottles. Parents comment on how happy and confident their children are at the childminder's home.

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

- Children have plenty of opportunities to develop their independence skills. They are given the responsibility to be 'snack helpers' and prepare their own lunch, such as cutting up vegetables for soup.
- There is a good relationship with parents. Staff share their unique family circumstances, so they all have the knowledge to support the child. The childminder finds ways to bring the parents together to share experiences. This is by meeting up together or providing ways to communicate together.
- The childminder and her assistants bring cultures and festivals to the children. This is through themed weeks and attending special events. For example, recently, children attended a 'Festival of Light'.
- Children's fine and gross physical skills develop outside. For example, they create an obstacle course and explore the mud kitchen. Children pull tyres and move planks of wood to create a balance beam.
- The childminder and her assistants take advantage of sounds in the environment. They draw children's attention to an aeroplane flying above. Children excitedly shout 'aeroplane'. These moments create awe and wonder, and build on children's vocabulary.
- The childminder provides lots of opportunities for singing and performing action songs together. This extends children's communication and language skills. Children extend their learning further and continue singing to themselves when playing.

- The childminder is knowledgeable about early years practice. She knows her assistants' strengths and how they can make improvements. The childminder and her assistants work well together as a team. This develops the setting, by creating and sharing good practice. Parents suggest improvements and things they love through feedback forms. These can be anonymous, so that information shared is without judgement.
- Parents are very complimentary about the service. They say their children are confident, happy and progressing well and attribute this to the attachments they make. Children receive support for medical needs. The childminder and her assistants receive training, to ensure all children can access the setting in the same way.
- The childminder and her assistants are knowledgeable about their key children. They can explain where children were in their learning when they started, the progress they make and their next steps. Good background information is obtained about the children and involves parents. This helps to support children with changes and when they move on to nursery or school.
- Children take turns well, sharing the slide with their friends. However, the childminder does not consistently help children to explore their feelings, to gain an understanding of how feelings impact others.
- Children are very well behaved, they engage in activities for as long as they wish. Children revisit activities and embed their learning further.
- Lots of books are available at the childminder's home. However, the childminder does not fully support parents with home learning opportunities, to extend children's literacy skills and encourage a love of stories.
- Opportunities to extend children's learning are provided with trips to the beach and the windmill. Children share experiences they have at the weekend with their peers. For example, when they gain a swimming certificate or go on a trip to Legoland.

Safeguarding

The arrangements for safeguarding are effective.

There is a good understanding of safeguarding and local issues, such as county lines. The childminder knows who to contact if an allegation is made against her or an assistant. She knows where to find the information and phone numbers easily. The childminder's assistants feel supported and feel they could talk to the childminder about concerns. The childminder risk assesses various situations. She takes into account the children when planning trips and lowers ratios for safety. The premises are safe and secure with locked doors and baby gates. The childminder and her assistants are aware where the children are at all times and who is entering the premises.

What does the setting need to do to improve?

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

- explore further children's feelings to help them gain an understanding of their feelings and how they impact others
- help parents to support children's early literacy skills and develop a love of reading, to extend their learning at home.

Setting details

Unique reference number	2596882
Local authority	North East Lincolnshire
Inspection number	10251419
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 3
Total number of places	12
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Ashby Cum Fenby area of Grimsby. She operates all year round from 8am to 6pm, Monday to Friday. This excludes bank holidays and family holidays. The childminder offers overnight care. The childminder accepts funding for two-, three- and four-year old children. She works with three assistants on a regular basis.

Information about this inspection

Inspector
Laurafay Muranka

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 provider.
- The childminder showed the inspector the premises and discussed their aims for the learning in the spaces they use.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between the childminder, staff and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with the childminder.

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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