

Childminder report

Inspection date: 17 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 are settled, confident and extremely happy in this home-from-home setting. The childminder provides a stimulating, loving and warm environment for children. They have strong attachments with her and are confident to share their ideas and express themselves. For example, children are happy to talk to visitors, showing how secure they are in the home. Children look to the childminder for reassurance and comfort if required.

Children have a good attitude to learning. They explore the wide range of resources and activities available to them, both indoors and outdoors. For example, children use their imagination and arrange chairs to make a bus. They joke and giggle together as they pretend to drive the bus. The childminder provides quality interactions and is keen to join in children's play and learning. Children are confident and make good overall progress in their learning and development.

Children behave very well. The childminder has high expectations of children's behaviour. Her calm and consistent manner ensures that the children learn clear boundaries. The childminder offers gentle reminders to children when needed. Children understand the routines of the day well. For example, before they move on to the next activity, they help to put their toys away. The childminder plays a tidy-up song to help children become familiar with this routine.

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

- Children learn about healthy lifestyles. They have plenty of opportunities to get fresh air and exercise as they go on walks and visit the park. Children benefit from consistent support to develop their self-care skills. They have lots of opportunities to do things for themselves, including washing their hands, serving food and choosing resources and activities.
- Children develop a love of books and reading. They have access to a range of books to choose from. The childminder shares her enthusiasm of stories and reading books together. For example, children concentrate well when they listen to a story about the gingerbread man. The childminder makes stories interesting by changing the tone of her voice. She uses a range of questioning techniques to check children's understanding.
- The childminder uses children's interests and themes to provide activities that they enjoy. For example, children use play dough and shape cutters to make gingerbread men. They add beads and buttons, and talk about what they can remember from the story. However, the childminder does not consistently adapt her teaching during planned activities to encourage the youngest children to remain engaged. This means that not all children benefit highly from these rich learning experiences.

- The childminder encourages children's communication and language development. She gives children plenty of opportunities to engage in meaningful conversations. The childminder understands the importance of asking effective questions. She allows children time to think and process information before they respond. This supports children to be confident speakers and develop a varied vocabulary.
- The childminder broadens children's experiences by making the most of the local community. Children enjoy regular trips to the local park, windmill and farm to visit the horses and donkeys. They make strong links with their local community through events and activities that the childminder plans. For example, children recently took part in the Christmas window-display event at their local church. They enjoyed finding displays as they walked round the village. This supports children to learn that they are part of the wider world.
- The childminder builds positive relationships with parents. She shares information with them about their children's ongoing learning. Parents speak highly of the supportive and caring childminder. They write that communication is excellent and they feel informed about their children's day. Parents comment on how the childminder 'goes over and above' their expectations.
- The well-qualified childminder is committed to her ongoing professional development. She completes all mandatory training, such as first aid. In addition, the childminder is also studying a relevant degree course to improve her knowledge of child development. The childminder reflects on her practice and evaluates the effectiveness of her provision well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She knows how to keep children safe. The childminder knows who to contact and what to do if she has concerns about children's welfare, or thinks that a child may be at risk of harm. She knows what to do in the event an allegation is made about herself or a family member. The childminder is aware of the impact that a child's family life may have on their development. She maintains accurate records of children's health and attendance. Children are well supervised.

What does the setting need to do to improve?

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

- ensure that adult-led activities are planned to meet the needs of all children, especially younger ones, to increase their participation and learning.

Setting details

Unique reference number	2599212
Local authority	North Lincolnshire
Inspection number	10263294
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 10
Total number of places	6
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 Wrawby, Brigg, South Humberside. She currently works with a co-childminder. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early year qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the childminder has 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 provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was completed by the childminder and inspector.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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