

Childminder report

Inspection date: 26 October 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 their time at the childminder's home. They thrive on the care, attention and praise they receive from the childminder and her family. She has a well-resourced home and setting with children continuously wanting to explore, investigate and find new ways to play.

Children regularly enjoy exploring the outdoor space and resources provided by the childminder. For instance, they love delving into the water bowls and experiencing what happens to the water as it dribbles through their fingers. They also benefit greatly from exploring the local parks and playgroups that they regularly attend. The childminder works with other local childminders to create new opportunities for children to play together and experience new interests.

Children are encouraged to become independent, especially at food and snack times. For example, they are encouraged and gently reminded to sit at the table, to try their food and are praised for feeding themselves carefully using cutlery. The childminder is a kind, quiet and calm role model for the children and considers the children's feelings when reinforcing positive behaviour. Children in the setting are relaxed, eager to listen and ready for their day.

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

- The childminder cleverly uses speech and language techniques to develop, introduce and clarify speech. She builds upon words already known to the child by adding to their description. For example, when a child answers 'car' she replies with an additional descriptive word such as the car's size or colour.
- The childminder is reflective of her practice in order to support her ongoing improvements. Overall, she finds effective ways to change and adapt her daily activities to support the children in her care.
- The childminder works well in partnership with other early years professionals and parents. This enables a free flow of information about children who attend other childcare settings across the week. This exchange of information enables learning to be supported and extended, and any possible gaps in the child's learning to be quickly addressed.
- Parents speak highly of the childminder and appreciate the regular and daily contact she provides about their child's day. They appreciate the different activities and the outdoor adventures she provides. For example, parents remarked about the value of visiting local parks and playgrounds.
- The childminder works well with children who require extra support. For instance, she praises children regularly and encourages them to make choices for themselves. She helps children to recognise the importance of good communication skills by adapting her own use of language accordingly.

- Children are encouraged to eat healthily. They are given fresh fruit daily with the childminder working closely with parents to understand the importance of good diets and healthy teeth.
- Overall, new children to the setting are beginning to concentrate well on resources that have been specially selected by the childminder to engage them further. She uses these resources to make advancements in the children's speech and language development. For example, the childminder has many interactive toys that help children make the connections between pictures and sounds.
- The childminder imaginatively plans a generally good range of activities for the children to explore. However, at times, she does not always use what she knows about children's learning and their interests to implement activities that help them to fully engage and extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands the signs and symptoms that may indicate that a child is at risk of harm. She knows where to seek help and from who, this includes any child who is at risk from radicalisation or extremism. The childminder risk assesses daily to ensure that the children are safe in her setting and on the many outings they undertake. She works closely with other agencies to ensure that information is shared, and all children are supported to make the best possible progress. The childminder regularly undertakes training, including paediatric first aid, to keep her knowledge 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:

- implement more effective activities to help children deeply engage in their learning, to extend their achievements even further.

Setting details

Unique reference number	2600355
Local authority	North East Lincolnshire
Inspection number	10251557
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 2
Total number of places	6
Number of children on roll	2
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 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a formal childcare qualification equivalent to level 6.

Information about this inspection

Inspector

Rebecca Creagh

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 inspector looked at the relevant documentation, including paediatric first-aid certificates and the relevant documents to ensure the suitability of all family members living on the premises.
- The childminder and the inspector observed children at play to gauge the progress of children.
- The inspector sought the views of parents and took their views into account during the inspection.
- The inspector observed interactions between the childminder and children to evaluate the impact on children's learning and development.

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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