

Childminder report

Inspection date: 2 May 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 have opportunities to take an active part in village life. For example, they help the childminder to make a scarecrow to join the local community in celebrating the King's coronation. Children develop a sense of belonging in the childminder's care when, for example, they look at photos of themselves that are attractively displayed. Children show positive relationships with the childminder. They cuddle next to her to listen to stories, helping them to develop a love of books. When the childminder reads to children, she uses different tones in her voice and points to the images that children look at on the pages. This helps to maintain their interest and focus.

The childminder and her assistant use the curriculum to challenge children's learning. For example, in the garden, the childminder supports younger children to develop the strength in their legs to push themselves along on a tricycle. The childminder's assistant stands close to children to promote their safety when they walk across wooden beams. They develop their balance and coordination when they hold on to the assistant's hand. This helps them to develop the confidence to do it by themselves. Afterwards, the childminder's assistant claps his hands to praise their efforts, and children smile and show pride in their achievements.

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

- The childminder works in partnership with parents to encourage children to complete tasks by themselves. This includes, for example, helping children to climb the steps on a slide. The childminder encourages children to put on their boots and to begin to put on their coats to play outdoors. This helps them to learn skills for their future move on to school.
- Children behave well. They learn how to share, for example, when they play ball games with the childminder's assistant in the garden. Children listen and follow instructions. When the childminder and her assistant ask children to tidy away toys, they are keen to help, giving them a sense of responsibility.
- The childminder provides children with opportunities to help her grow vegetables in her garden. Children taste the produce, such as carrots and peas, encouraging them to extend the range of nutritious foods they eat. The childminder provides children with freshly prepared meals daily. Each child has their own toothbrush and are reminded to brush their teeth after meals. This helps to promote healthy eating and good oral hygiene.
- The childminder shares information with parents about activities children enjoy and what they need to learn next. This helps to keep them informed about their children's day and development. However, this is not as effective when children also attend another early years setting. The childminder does not share or gather information from staff about children's care and learning. This would help

to provide consistency in children's development.

- The childminder observes and assesses children's development to help her to identify what children need to learn next. This includes supporting children's speaking skills. For example, the childminder reads children stories and shows them picture cards so they can name and recognise different objects.
- The childminder extends her professional development. She attends relevant training courses, such as safeguarding and paediatric first-aid. This helps her to promote children's safety and health. However, she does not extend her knowledge of how to support children's thinking skills. For example, when the childminder asks children questions, she sometimes answers these herself. This does not encourage children to think and respond.
- The childminder involves children in making improvements to the provision. For example, children choose books for the childminder to purchase to promote their interests, such as in transport vehicles. The childminder opens interactive books to make cardboard transport vehicles that children can sit in and pretend to drive. This provides opportunities for children to develop their imagination and interests.
- The childminder helps children to learn about people who help them through their role-play experiences. For example, when children pretend to be doctors, the childminder gives them a pretend doctor's uniform to wear. She helps children to understand what some of the pretend doctor's tools and equipment are used for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant show a good understanding of how to identify the signs and symptoms that may indicate a child is at risk of harm. They know the procedure to follow to report any concerns they have regarding children's safety. The childminder maintains a clean and tidy home. This helps to provide a safe environment for children to play. She uses safety gates in her home to stop children from accessing certain areas on their own. The childminder keeps doors and garden gates securely fastened to stop unauthorised people from having access to children.

What does the setting need to do to improve?

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

- explore ways of sharing and gathering information about children's care and learning with staff at other early years settings they also attend
- strengthen professional development to increase knowledge of how to adapt questioning techniques to give children time to think and respond.

Setting details

Unique reference number	2603469
Local authority	Lincolnshire
Inspection number	10280855
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	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in North Thoresby, Grimsby. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers occasional weekend care. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification and works occasionally with her husband, who is her assistant.

Information about this inspection

Inspector

Hayley Ruane

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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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