

Childminder report

Inspection date: 9 March 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 keen to put on their own coats and shoes. They help their friends who find this more difficult. Children enthusiastically dig the mud, fill the bowls and carry them to the mud kitchen. This helps to develop their physical skills. Children take turns and push hoops to each other, taking great delight when the hoops reach their friends. They talk about how the weather makes them feel and are aware that their coats, hats and gloves keep them warm.

Children take great pride when the childminder reads the book that they have brought into the setting from home. They proudly share their books with their friends. Children enjoy playing with their friends. They play with the dolls in the role-play area, asking them how they are feeling. Children demonstrate their imaginations as they feed the dolls to make them feel better. They take the dolls shopping and ask them what fruit they want to buy. Children talk to each other on pretend telephones confidently. They listen carefully to their friends and hold thoughtful conversations. Children have opportunities to secure mathematical concepts. Some children count and recognise numbers confidently. They can group objects by size and colour.

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

- The childminder creates an outdoor environment that supports a planned and sequenced curriculum. She provides resources that meet children's needs and promotes their focus on learning. Children develop their literacy skills as they refer to recipe cards with pictures and text to work out together how many spoonfuls of mud and sticks they need to mix together.
- The childminder has high expectations for children's behaviour and conduct. For example, she encourages children to say 'please' and 'thank you'. The childminder uses appropriate strategies to support children who may struggle with their behaviour. For example, she gives children a pretend lawn mower to support their interests and encourages them to share this with other children. Children learn to manage their own feelings and behaviour.
- The childminder works with a co-childminder. They observe each other to improve their knowledge and understanding of how children learn. This helps to enhance their teaching of the curriculum.
- The childminder is aware of children who had minimal interaction with their peers throughout the COVID-19 pandemic. She is aware of the need to support children's confidence and emotional security. However, the childminder does not consistently plan routine times of the day effectively. For instance, children wait for their lunch to be served one by one. At these times, they become restless and are not engaged in their learning.
- The childminder teaches children the language of feelings. For example, children

enjoy a creative opportunity to design faces. The childminder encourages them to talk about feelings and what makes them feel like they do. This helps children to appropriately develop their understanding of their emotions.

- The childminder presents information clearly to the children. For example, she skilfully uses open questioning to check children's understanding and provides clear explanations to extend their learning.
- The childminder teaches children to become increasingly independent in managing their personal needs. For example, children learn to wipe their noses and wash their hands. The childminder sings with the children during nappy changing.
- Children enjoy regular visits to a play area in the local community. This gives them a range of opportunities for physically active play. The childminder arranged for a professional to visit the setting in order to promote good oral health. This teaches children to become increasingly independent in managing their personal needs. Children have had the opportunity to visit a moon display and a stickman exhibition at the local auditorium. These rich experiences help to promote children's understanding of communities beyond their own.
- Parental partnerships are strong. The childminder provides opportunities to talk to them regularly. Parents feel involved in their children's learning and play. For example, children take turns to take home a bear. This encourages children to communicate and share what they have done at the childminder's and at home. Parents have the opportunity to borrow books to extend their child's learning at home and encourage a love a reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works closely with families. She has a good knowledge of the signs to look out for and when situations should be monitored. The childminder is knowledgeable and confident in identifying any signs of abuse in the home. She is aware of situations that may happen out of the home when children may be at risk and knows the procedures to follow regarding this. The childminder knows what to do if she is concerned about adults who may be a risk to children. The childminder helps older children to gain an understanding of risk when using the internet and digital technology at home.

What does the setting need to do to improve?

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

- organise routine times of the day more effectively to ensure that children are engaged in their learning.

Setting details

Unique reference number	2627682
Local authority	North East Lincolnshire
Inspection number	10260026
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 4
Total number of places	18
Number of children on roll	26
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and works from the home of a co-childminder in Grimsby. She also works with an assistant. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She offers holiday provision during the school holidays. The childminder offers early years funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Val Taylor

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 their evaluation of the childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and the rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.

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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