

Childminder report

Inspection date:

21 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides a welcoming, home-from-home environment. Children are very happy in her care. They show how they feel safe and have a warm and trusting relationship with her. For example, children approach the childminder freely for cuddles when needed.

The childminder does not have a secure enough understanding of how to plan a broad and varied curriculum. She knows children well and responds to their emerging interests through warm, positive interactions. She provides opportunities for children to choose their own play and to show the skills they already have. For example, older children show good concentration, hand-to-eye coordination and their small-muscle development as they independently complete jigsaw puzzles. However, the childminder does not always consider how she can enhance children's next steps in learning through their self-chosen play. This means that children do not always build on what they already know and can do.

The childminder is aware of the continued impact of the COVID-19 pandemic, particularly on children's social skills. She encourages children to play in small groups to build confidence with their peers. The childminder takes children on short walks around the neighbourhood to help them to be more confident in new social situations. Children learn how to play cooperatively with their friends.

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

- Children enjoy their self-chosen play. However, the childminder does not plan well enough to ensure that she extends and challenges children's learning as it happens. For example, the childminder asks children to say what they see on picture cards. Children name different objects, such as balloons, bath and carrot. This goes some way to support children's early language development. However, the activity is not challenging enough to keep children interested or to extend their learning.
- The childminder considers her professional development. For example, she undertakes mandatory training, such as safeguarding and paediatric first aid. The childminder also undertakes training to support all children, particularly those with special educational needs and/or disabilities (SEND), to communicate in different ways, such as through signs, symbols and speech.
- Toddlers demonstrate their early understanding of technology and the world. They show an interest in toys with buttons, flaps and simple mechanisms. They know how to turn these items on and operate them.
- The childminder carries out progress checks for children aged between two and three years. She verbally shares the information with parents about their child's development. The childminder offers a copy of the written assessment to

parents, but most do not take this. She is unsure if the information from the progress check is shared with the child's health visitor. This does not fully support integrated working.

- The childminder uses age-appropriate books to teach children about differences between themselves and others. She provides experiences for children that they may not get at home, such as going to the beach. The childminder has a secure knowledge of safeguarding practice and issues. She is aware of the risks associated with the use of the internet, such as social media.
- The childminder takes young children to the local school when she goes to collect school-age children. Children get used to the routine of walking to and from school. They also become aware of teachers at the school. This helps to prepare children emotionally for the next stage of their education and the wider social network of school. The childminder is also aware of what children learn about at school, such as Chinese New Year. She encourages children to use chopsticks in their play to support continuity in their learning.
- Children with SEND have opportunities to play alongside their peers. The childminder works closely with parents to understand children's individual needs. She provides written assessments to other professionals to support children's diagnoses. However, the childminder has not yet sought intervention and support to guide her teaching and learning for children with SEND. This means she does not ensure that children with SEND achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide a varied and broad curriculum that sets out what children need to learn next for each area of learning to allow them to consistently build on what they already know and can do	23/05/2024

consider the individual needs, interests and development of each child and use this information to plan challenging and enjoyable experiences for all children in all areas of learning.	23/05/2024
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To further improve the quality of the early years provision, the provider should:

- improve partnership working with other professionals to fully support sharing of information and to strengthen outcomes for all children, including those with SEND.

Setting details

Unique reference number	2648110
Local authority	North East Lincolnshire
Inspection number	10260025
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Cleethorpes. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jane Tucker

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 setting.
- The childminder and the inspector had a learning walk together and discussed the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.

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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