

Childminder report

Inspection date: 25 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy when attending this setting. They show excitement as they enter and access resources independently. Children have their own drawer and coat peg. They happily take responsibility by looking after their belongings. Children form good attachments with the childminder. They seek her out to share books with. Babies relax when the childminder strokes their face. The childminder is responsive to children's needs.

The childminder role models good behaviour. Children copy her and say 'please' and 'thank you' when asking for help. The childminder talks to children about 'kind hands and feet' when they are playing. She promptly intervenes when children forget to share. The childminder reminds children to listen and wait for their turn. This helps children to learning how to behave.

The childminder provides a curriculum based on children's interests. She takes children to the train station and teaches them about rail transport. Children transfer this learning to the setting and build a railway track. The childminder teaches children about water safety, such as, when they visit the beach. Children learn how to cross roads. They have exciting opportunities to develop their imaginations through role play. The childminder helps children to learn about people that help them, such as police officers and doctors. Children develop their knowledge of how to keep themselves and their friends safe.

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

- The childminder has worked hard to make improvements to the setting since the last inspection. She has implemented a clear routine, and a balance of fun adult-led and children's self-chosen activities. This provides children with structure on how their day looks. The childminder has a good understanding of where children are at and what they need to learn next.
- Children have exciting opportunities for physical development. They take part in a music and movement session at the start of the day. Children's laughter and excitement fills the room. The childminder teaches children how their bodies move. Children learn how to balance. They develop their spatial awareness and coordination. Children are full of energy and ready to learn.
- The childminder creates lots of opportunities for children to embed their language skills. Children joyfully sing rhyming songs and recall familiar words. The childminder engages in children's play and asks them questions. However, the childminder uses closed questions frequently. This results in some children giving single-word answers and not having opportunities to extend their language and communication development.
- Children show deep concentration during adult-led activities. The childminder

encourages children to develop their problem-solving skills as they complete jigsaws. She provides encouragement for children to try again when they struggle. Children enthusiastically ask to repeat the activity once they have completed it. They develop perseverance.

- Children develop an understanding on mathematics. They build with a selection of resources. The childminder teaches children about height and size. She teaches children rich language, such as 'triangle', 'square' and 'arch'. Children develop an understanding of shape and colour.
- The procedures in place for the evaluation of child-led activities are not yet fully embedded. At times, during children's self-chosen play, the childminder does not ensure that children are consistently engaged in their learning. For example, she engages in small-world play with children and encourages children to confidently embed their knowledge on early numbers as they count animals. However, as the play continues, children become distracted and leave the activity as it is too easy for them.
- The childminder has processes in place to identify children with special educational needs and/or disabilities (SEND). She works closely with the local authority to improve her practice for children with SEND. The childminder uses sign language to communicate with non-verbal children. She completes assessments and shares these with parents and partner agencies. This supports a smooth transition for children on to school. All children make good progress.

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

- develop children's communication and language skills further, such as by using effective questioning to encourage them to describe, share their thoughts and give explanations during their play
- strengthen the procedures in place for the evaluation of child-led activities to ensure that children remain engaged in their learning.

Setting details

Unique reference number	2648110
Local authority	North East Lincolnshire
Inspection number	10336667
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	11
Date of previous inspection	21 February 2024

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 holds an appropriate childcare qualification and provides government-funded childcare. The childminder works with a co-childminder.

Information about this inspection

Inspector
Jackie Ward

Inspection activities

- The childminder completed a learning walk with the inspector and talked to the inspector about what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about how she supports children with SEND.
- The inspector observed the interactions between the childminder and children.

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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