

Childminder report

Inspection date:

27 June 2024 - 1 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and settled when they arrive at the childminder's setting. The childminder encourages them to talk about what they have done with their families that morning. Children choose to dress up and talk to each other about the characters and what they do. The childminder displays children's creative work. This helps children to feel acknowledged and valued. For example, children make raindrops to stick on to the clouds hanging from the ceiling.

The childminder supports children to learn about the world around them. Children remember picking strawberries from the allotment the previous day. They enjoy eating them and laugh about pulling the strawberries off the plant. Children scoop and mix ingredients to feed the pretend dinosaurs and plants. They are keen to explore and try different ideas. The childminder offers children a variety of resources to support their learning further. Children have the opportunity to play inside and outside under her close supervision.

The childminder helps children to learn about their community and show kindness to others. For example, she talks to children about visiting a care home that afternoon. Children smile when she suggests picking some daisies to take. They remember singing and making biscuits during a previous visit. The childminder ensures that all experiences she provides for children give them the opportunities they need to progress in their learning. Children are able to develop their fine motor skills as well as develop their early literacy skills. The childminder celebrates with every child the achievements they make in their learning.

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

- The childminder has a clear awareness of where each child is in their learning and what they need to learn next. She plans a varied curriculum that covers all areas of learning. The childminder offers a good balance of planned and child-initiated play. She plans activities to support the abilities of all children. The childminder uses resources effectively to build on children's interests.
- The childminder supports children's independence well. For example, children put their bowls and cups on the shelf when they have finished with them. They tidy the toys away with confidence when the childminder asks them. The childminder acknowledges this and praises children. She supports children to manage their own personal needs. The childminder uses singing to engage children with a good handwashing routine. She is responsive during nappy changing times and always recognises children's privacy.
- The childminder has high expectations for children's behaviour and conduct. For example, when several children talk at the same time, she asks them to listen first. Children play dominoes together with cooperation.

- The childminder makes good use of her garden to enhance children's learning. Children have a variety of opportunities to show good control and coordination. For example, children balance with care using their arms to walk along the beam. The childminder praises children when they are successful to help to raise their self-esteem.
- The childminder models the use of language well and introduces new words. For example, she explains that the rice 'absorbs' the water. However, she does not always use further strategies to strengthen and build children's vocabulary, such as using open-ended questioning. This means that she does not consistently support children's thinking and problem-solving skills.
- Children have access to a good variety of books. They listen with interest to stories the childminder reads to them. Children enjoy anticipating what is going to happen with familiar stories.
- The childminder works well in partnership with parents. She encourages parents to share information to support her to get to know children. Parents share reassurance that the childminder knows their children well. They enjoy talking with the childminder on a regular basis to ensure continuity of care. The childminder has good links with the local schools. Children's transitions into school are effective in partnership with parents and the school.
- The childminder feels well supported through networking and local support services. For example, she accesses a local gardening group with children. The childminder attends a range of training that supports her own continued professional development.

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:

- consider using strategies to strengthen and build children's vocabulary, such as by using more open-ended questioning.

Setting details

Unique reference number	2678109
Local authority	North East Lincolnshire
Inspection number	10350652
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	2 to 7
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Immingham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Val Taylor
Jo Clark

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.
- 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 the curriculum.
- Parents shared their views on the setting with the inspector.

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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