

Childminder report

Inspection date: 2 October 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 demonstrate that they are confident and happy and thoroughly enjoy their time with the childminder. They are content to play independently and also enjoy the positive interactions they receive from her. This sensitive approach contributes to children settling well and feeling secure and comfortable in her care. Children respond to the childminder's encouragement and have positive attitudes to their learning. They benefit from a well-thought-out curriculum that covers all areas of learning. For example, children enjoy an activity outside washing mud off pumpkins. The childminder teaches children new vocabulary as they 'wring out the cloth' and 'scrub with the brush'. She encourages children to concentrate on different activities to support their fine motor skills. For instance, children focus on creating pumpkins with play dough and hammering golf tees into pumpkins.

Children behave well. The childminder models good manners to children, such as saying 'please' and 'thank you'. Children respond to the childminder's consistent boundaries and reflect her calm, gentle approach. Children play well alongside each other. The childminder sensitively supports children to share and take turns. Children enjoy spending time in the outdoor space, playing with water and engaging in physical activities. They benefit from local trips out, as well as those that are further afield. The childminder uses these outings to help children to learn about the community they live in and the world around them.

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

- The childminder ensures that her interactions with children promote their communication and language skills. For example, she starts the day with singing and rhyme time. Throughout the day, the childminder comments on what children are doing as they play and repeats words back to them, using clear words and simple sentences. This has a positive impact on the rate at which children's speech develops.
- The childminder finds out what children can already do when they start to attend. She uses this information and her own observations to identify what children need to learn next. The childminder is aware of where there may be emerging gaps in children's learning and focuses her teaching on these areas. This supports children to make consistently good progress.
- Children love singing and dancing with the childminder. They join in enthusiastically with the words and actions that are very familiar to them. For example, children quickly lie on the ground as a 'sleeping bunny' and confidently demonstrate the actions to 'The Grand Old Duke of York'.
- Children enjoy their play and the childminder generally encourages them to extend it. For example, she teaches children to develop their scissor skills. Children enjoy practising the challenge of squeezing scissors to help them

successfully cut. However, on occasion, the childminder answers questions for children and solves problems for them. This does not fully promote children's ability to think critically and find solutions to problems.

- The childminder uses daily routines to encourage children to develop their independence skills. She offers children choices in their play and helps them to learn how to do things for themselves. For example, the childminder encourages children to put on their own shoes and coats. She helps children to learn about the importance of a healthy lifestyle. The childminder teaches children, through play and discussions, about healthy food and good oral health.
- Children enjoy taking part in creative activities. They explore pumpkins and create their own play dough pumpkin. The childminder sensitively teaches children about colours and numbers. For example, she points out what colours have been used in their leaf pictures and they count the wooden pumpkins hanging on the wall.
- Partnerships with parents are good. The childminder keeps parents well informed about their children's learning and development. She liaises with parents to ensure that they receive daily information about their child's day. Parents appreciate the good care and interesting experiences that the childminder provides for their children. They comment on the care and good progress that their children make.
- The childminder reflects on the quality of the service she provides. She enjoys attending training to support the children in her care to make good progress. The childminder identifies training opportunities which enhance her teaching skills. She meets with other childminders, and this provides her with opportunities to hold professional discussions with others.

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:

- enhance opportunities to support children in thinking further and developing their skills in solving problems.

Setting details

Unique reference number	2679341
Local authority	North East Lincolnshire
Inspection number	10355106
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and is located in Cleethorpes. She operates all year round, from 7am to 6pm, Tuesday to Thursday, apart from bank holidays and family holidays. The childminder holds a qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed activities and assessed the impact on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed comments from parents and considered 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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