

Childminder report

Inspection date: 10 July 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 happily enter the childminder's home, where they quickly settle and join their friends. They independently choose activities and follow their own interests. The childminder and her assistants intervene in children's learning to introduce new ideas and nurture their imagination. They know the children well and how they learn best. They pitch activities to take into account children's individual learning needs.

Children have the opportunity to learn about people in their communities. They visit local amenities, such as the doctor's surgery, and learn about people who help them. Children are exposed to a range of experiences to ensure that they get the best possible start in life. For example, they experience eating out to promote their social skills and learn about what is expected of them.

The childminder ensures that all children experience a wide curriculum which heavily promotes their social development and communication and language skills. She assesses children's progress in termly reports to ensure that children are progressing in all areas of learning.

Children are gently prompted to use their manners and speak nicely to others. The childminder and her assistants remind children about the expectations of their behaviour. Even the youngest children help to tidy up before moving on to another activity.

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

- The childminder uses expressive storytelling to engage children and capture their imaginations. She encourages children to participate in popping the bubbles on the pages. They imagine what might happen next and use actions to reflect what is happening in the story. The childminder extends children's communication skills as they repeat the words in the book. Consequently, children of all ages and abilities are fully immersed in this engaging activity and practise their language skills in continuous dialogue.
- Children develop their physical skills as they participate in music-and-movement time. They use hand actions as they follow the songs before jumping up excitedly. Children follow the instructions of the rhymes and respond to praise as they move around the room. They begin to learn early mathematical concepts as they count and identify shapes and colours, ready for school.
- Children learn from the start of their learning journey with the childminder. She obtains information which allows her to mirror home routines and learn about children's likes and dislikes. Children who require additional support are supervised well to ensure their safety, and they receive regular reassurance. The

childminder and her assistants are calm and caring in their approach and support children's emotional well-being appropriately. This helps children to be emotionally secure.

- The childminder acts swiftly when she identifies children who may need additional help. She works with parents and other professionals to identify strategies which can be used to support the children. This means that children's identified learning needs can be focused on and quickly targeted.
- Children develop their independence skills. They learn how to put on their shoes and coats and are supported to use the toilet independently.
- Children know the importance of staying hydrated on hot days. They regularly access water and talk about the importance of healthy choices as they eat their fruit at snack time. However, children are not routinely reminded about washing their hands to continue to learn about staying in good health.
- Children generally behave well and are given praise to contribute to their self-esteem. The childminder acts as a good role model as she reminds children about taking turns and sharing with their friends. However, children are not always given clear explanations about unwanted behaviours to support them in adapting their behaviour accordingly.
- Parents say that they have a good partnership with the childminder. They appreciate the information they receive regarding their child's development and the daily and termly progress reports. Parents feel that their children's communication skills have progressed significantly since being in the childminder's care.
- The childminder has good arrangements in place to support her assistants to progress their teaching to a higher level. Observations have identified further training, and daily discussions allow for an evaluation of teaching during the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good awareness of safeguarding and things which may cause her concern about a child in her care. She adequately risk assesses the environment before children arrive and during the course of the day. Children are appropriately supervised in the setting, including those who require additional support to keep them safe.

What does the setting need to do to improve?

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

- strengthen the explanations given to children about unwanted behaviours, to fully support their learning
- build on children's understanding of good hygiene practices, to support their physical health.

Setting details

Unique reference number	2685372
Local authority	North East Lincolnshire
Inspection number	10302447
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 11
Total number of places	6
Number of children on roll	13
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 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with assistants.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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