

Childminder report

Inspection date: 8 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from daily walks to explore their surroundings and local community. They make connections between their experiences outside the setting and the activities provided inside. Children are excited to explore the range of resources as they play with their friends.

Children are extremely settled in the care of the childminder. She is calm, caring and respectful in her interactions. Children form close bonds with the childminder, seeking her out for cuddles. She knows the children well and what captures their interest and inspires their learning. She ensures that children are comforted and reassured and helps them to feel secure in her care.

The childminder strives to enable all children to achieve. She focuses heavily on ensuring that all children can develop their language and communication skills to the best of their ability. She encourages children to repeat new words she introduces to them to enable them to have their needs met.

Children play well with their friends. They practise saying 'please' and 'thank you', following the childminder's positive role modelling. They mirror her interactions and as a result are kind to their friends as they take turns and help each other to construct a tower.

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

- The childminder plans a balanced curriculum, focusing on developing children's social, physical and communication skills. She assesses children's learning to ensure that they make good progress. However, on occasion, the childminder does not adapt activities to take into account the differing abilities of all children participating.
- The childminder knows about children's starting points as a result of discussions with parents and observations when children first start. She identifies children's next steps in their development through regular observations and discussions with her co-childminder and assistants. She ensures that parents are aware of the next steps being focused on to enable them to extend children's learning at home. Parents report positively about this information sharing.
- The childminder recognises children's enjoyment of singing together and following action songs. Children giggle as they sing and exercise their fingers using dough to prepare themselves for developing early writing skills. They demonstrate a love of books as they independently select them, turn the pages and point to the pictures. Children's enjoyment of books is further enhanced with regular trips to the library.
- Children's mathematical development is progressed as they routinely count as

they play. They count the pieces of fruit as they eat their snack. The childminder ensures that children have basic mathematical concepts in readiness for school. She ensures that children have an awareness of comparative language. They learn what is bigger and higher. She introduces sizes and shapes as children build structures.

- The childminder continuously extends children's vocabulary as she introduces new words. For example, as children wash their hands, the childminder reminds them to 'rub' and 'scrub.' She explains to children what is going to happen next, giving an ongoing narrative. She pronounces words clearly and uses repetition. This contributes to children's developing language skills.
- The childminder reminds children about expected behaviours in the setting. She clearly explains why some actions are unwanted, such as running inside or putting things in their mouths, saying why this may be harmful. Consequently, children begin to know what is expected of them and display good behaviours.
- Children's hygiene awareness is promoted through routine daily activities. They learn about the need to wash hands and keep noses clean to stop germs spreading. They talk about the fruit they eat during snack to develop an understanding about healthy food options.
- Children are learning to develop their independence in the setting. They attempt to put on their shoes, and they wash their hands. However, appropriate resources are not always provided to develop these skills further to enable children to carry out routine tasks for themselves.
- The childminder and her co-workers work effectively as a team. They reflect on their practices, seeking feedback and identifying changes needed in the environment and the curriculum. The childminder demonstrates a commitment to developing her knowledge. This contributes to her understanding about meeting the needs of the children in her care.
- Children with special educational needs and/or disabilities are supported exceptionally well. The childminder identifies through her observations when additional support is required. She acts quickly to work with parents and other professionals to provide a package of support to enable children to 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:

- ensure that activities provided are tailored to children's individual learning needs

to ensure that all children can participate

- provide age-appropriate tools to enable children to develop independence even further.

Setting details

Unique reference number	2686342
Local authority	North East Lincolnshire
Inspection number	10260023
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	0 to 6
Total number of places	6
Number of children on roll	23
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works from her co-childminders premises in Grimsby. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with co-childminders and assistants. The childminder offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector spoke with and took account of written feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with children during the inspection.

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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