

# Childminder report

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Inspection date: 6 December 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children and families share warm, caring relationships with the childminder. The childminder has a good understanding of the local community. She works closely with parents to find out about children's learning. The childminder plans opportunities to fill any gaps in children's experiences, such as by spending time visiting the local area. As a result, children learn about the world around them and are ready for the next stage in their education.

The childminder works with other professionals, such as speech and language therapists. She provides targeted support for children who need additional help, such as with their communication and language skills. Consequently, children quickly close any gaps in their learning.

The childminder teaches children about their feelings. Children express when they are feeling 'happy' or 'frustrated'. The childminder helps them to share and take turns with their friends. This creates a respectful environment where children are ready to learn.

Children concentrate for extended periods on their play. They build elaborate structures using magnetic shapes. They move their tower, watching it sway. They giggle and say, 'Wibble, wobble'. Children sing 'Hickory Dickory Dock' to themselves as they play. They look at books and talk about what happens in the story. This shows that children remember what they have learned. All children make good progress across all areas of learning and development.

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

- The childminder finds out what children already know and can do by observing their play and talking to parents. The childminder uses this information to understand what children need to learn next. She works together with parents to support children's learning and development at home. For example, when children are learning to be kind to their friends, the childminder provides parents with copies of books about 'kind hands'. As a result, children are given the same teaching at home as at the setting. Children make good progress in their social skills.
- The childminder supports children's communication and language. She repeats what children say, modelling the correct pronunciation. She sings and shares stories with children. Children enjoy looking at books independently. They point to the pictures and name what they see. They know how to look after books and are developing a love of stories.
- Children who need additional support, such as speech and language therapy, are well supported. The childminder takes account of professionals' advice and

implements the support strategies they provide. This means that all children make the good progress of which they are capable.

- Children are developing their independence. The childminder teaches them to wipe their own nose. Children watch in the mirror and repeat 'pinch and pull'. They put their dirty tissues in the bin. However, the childminder does not always support children to wash their hands after each time they wipe their nose.
- The childminder supports children to wash their hands before eating. She explains why they cannot eat food that has fallen on the floor. This helps children to understand how to keep themselves safe and healthy.
- The childminder has high expectations for children's behaviour. She is sensitive to children's needs and emotions. She notices when children are becoming upset or frustrated. She supports children to think about how they can resolve disagreements. For example, she asks where they might find more bricks for everyone to use. She reminds children to use 'kind hands' and talks to them about how their friends may be feeling. This helps children to understand their own and others' feelings.
- Children concentrate for extended periods. They build using bricks. The childminder introduces new words, such as 'bigger', 'taller' and 'more'. Children exclaim that their tower is 'Going up to the roof!' They are learning about early mathematical concepts.
- Sometimes, some activities are not planned carefully enough. At these times, some children's individual learning needs are not fully met.
- The childminder completes regular training and development opportunities. She chooses learning that will have the greatest impact on the children who attend. For example, she researches ways to support children who can only accept a limited diet. The childminder shares her knowledge with parents so that they can work together to help 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:**

- further improve good hygiene practices by ensuring children consistently wash their hands after wiping their nose
- further enhance the planning of activities to consistently meet all children's individual learning needs.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2696256                                                                           |
| <b>Local authority</b>                             | North East Lincolnshire                                                           |
| <b>Inspection number</b>                           | 10368544                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in the East Marsh area of Grimsby. She opens from Monday to Friday all year round, excluding bank holidays and family holidays. Sessions are from 7am until 6pm. The childminder provides government funded childcare places.

## Information about this inspection

### Inspector

Rebecca Miall

### 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with required documentation on request.

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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