

Childminder report

Inspection date: 11 February 2025

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 arrive happy to this very welcoming childminder. They leave their parents and grandparents with ease and enter the playroom. Children show how they know the routine as they hang up their coats and bags. They put their indoor shoes on ready to play and learn.

The childminder and her assistants plan circle-time activities very well. Children say 'hello' to their friends and have a morning stretch. They put out their arms, reach up and shake their body and feet to music. Children sing the days of the week song, count from one to seven and talk about the weather. They name items of clothing that keep them warm when it is raining and cold outside. Children are very eager to join in and have a consistently positive attitude to their play and learning.

The childminder supports children to develop their emotional literacy. Children show their happy, sad, excited and silly faces. They scream as they demonstrate their scared faces, followed by lots of giggles. Children know behaviour rules as they show their kind hands and gentle feet, and 'click on' their listening ears. The childminder empowers children's confidence very well. She encourages children to give themselves a round of applause for their good work and to say that they are strong, brave and beautiful.

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

- The childminder uses assessment well to find out what children already know and can do. She shares with parents next steps in learning, termly reports and the two-year progress check. The childminder has recently implemented parents' evening following feedback from parents. This shows how she values their views and opinions. The childminder ensures that there is a good two-way flow of information-sharing with parents, which supports children's continuity of learning.
- Children learn about tempo and the language of direction as they sing songs and take part in physical activity indoors. For example, they sing and clap their hands slowly then fast. Children follow instructions to move their hands in a circular motion and count from one to three. They know the directions 'side to side' and 'up and down'. The childminder supports children to understand directional words through songs and rhymes to make learning fun.
- Children know that they must wash their hands before food 'to wash away the germs'. They explain that germs are everywhere. Children know that vegetables are healthy and that good food gives them energy. They sit at the table with their friends to enjoy fresh fruit for snack. The childminder and her assistants encourage children to follow good hygiene procedures and learn about self-care.
- The childminder and her assistants support children's communication and

language development very well. Children take it in turns to pick an item from the song bag. They sing well-known nursery rhymes and songs that also involve numbers and counting. Children follow actions to point to the ceiling, door, window and floor.

- The childminder offers a broad and varied curriculum for children. She provides a good balance of adult-led and child-initiated play. Overall, adult-led activities are planned well. Children enjoy scooping rice into cups. They use pipettes to move water from one container to another. Children recognise how the water is pink when coloured rice is added to the cup. Although this supports children's learning well, the focus of matching numerals to dots is not fully implemented to extend children's mathematical learning even further.
- The childminder has secure arrangements in place to carry out regular supervisions of staff's practice. She ensures that new staff have thorough induction procedures so that they understand their role. The childminder and her assistants attend mandatory training, as well as courses to enhance their knowledge to benefit children's learning further.
- Children enjoy outdoor play. They have space to run around and use wheeled toys. Children have access to a role-play kitchen area and sand. They pick up sand to feel the texture of this in their hands. However, the outdoor curriculum planning is not as robust as indoors to encourage children to remain at these activities for long.

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:

- strengthen assistants' understanding of the curriculum intent so that there is a consistent focus on what they want children to learn
- consider the outdoor learning environment to encourage children's imaginary and physical experiences further.

Setting details

Unique reference number	2726015
Local authority	North Lincolnshire
Inspection number	10381954
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 6
Total number of places	12
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Scunthorpe. She operates from Monday to Friday, 7.45am to 5pm, all year round, except for bank holidays and family holidays. The childminder holds a qualification at level 2. She works with six assistants. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The assistants spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their written views of 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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