

# Childminder report

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Inspection date: 28 July 2025

|                                              |                |
|----------------------------------------------|----------------|
| <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 develop strong attachments with the childminder and any assistants she works with. They demonstrate a strong sense of belonging in this welcoming setting. Children demonstrate much enthusiasm for learning. There is a positive atmosphere of activity as they explore the excellent range of resources. For example, children are fascinated by rock pools after watching a nature video. The childminder creates one in the garden to build on children's interests. Children are totally engrossed as they play imaginatively with different resources the childminder has provided, such as toy crabs and pebbles. The childminder adds plastic netting to the rock pool, showing children how this can be harmful to animals. She uses the experiences to help children to begin to understand the importance of caring for the natural world.

The childminder asks parents and carers about children's interests and individual care needs as part of her flexible induction arrangements. She uses this information to help children settle and to support her planning and daily routines. The childminder has a broad, meaningful and well-sequenced curriculum. She has high aspirations for all children. The childminder knows what children have mastered and what they need to learn next. Children make good progress in their learning over time.

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

- The childminder plans a positive start to the sessions. She organises a short group time for children to get together. Children sing their 'hello song' to greet each other. They play together cooperatively and learn the importance of sharing popular resources. The childminder praises children's good manners and kindness. Children develop the skills and attitudes that help them to make friends with others.
- The childminder celebrates the diversity of children's backgrounds. For example, she supports children who speak English as an additional language by learning and using key words in their home languages. The childminder teaches children how some communities celebrate special events in their lives. This helps children to begin to understand the similarities and differences between themselves and others.
- Children develop a love of books. They listen to familiar stories with much enthusiasm, joining in with phrases they have learned and naming the characters in pictures. The childminder takes children on regular trips to the local library. She ensures that children have time to browse and enjoy the vast range of available books and other resources that spark their interest.
- The childminder's interactions with children enhance their communication skills. She listens carefully to what children tell her, giving them time to think about

what they want to say. The childminder consistently responds in a positive manner. Children develop the confidence to express their thoughts and ideas to others.

- The childminder promotes children's enjoyment of the outdoors. Much of the day is spent in the garden or visiting different locations, such as parks and nature reserves. Children eat the different fruits and vegetables they have planted and tended in the garden. They learn that these foods promote their good health. Children make strong connections with nature through these valuable experiences.
- Overall, the childminder supports children well as they prepare for the transition to a new setting. She focuses on embedding the skills and knowledge that will get them off to a flying start. The childminder supports children's independence, for example, in mastering their self-care skills. However, she does not consistently share relevant information with new settings to promote continuity for children's care and education.
- Parents value the excellent relationships they have with the childminder. They comment on the regular information they receive about their children's achievements. The childminder supports parents, for example, by signposting them to important advice, such as the use of dummies and keeping children safe online.
- The childminder provides a mentoring role for any assistants she works with to further develop and enhance their existing skills. She ensures that they also access training and attend local network meetings as part of their professional development.

## 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 the transition arrangements for children by sharing relevant information with new settings, to ensure that children's individual care and learning needs continue to be well met in the future.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2734166                                                                           |
| <b>Local authority</b>                             | North Lincolnshire                                                                |
| <b>Inspection number</b>                           | 10399956                                                                          |
| <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> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Scunthorpe. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides government funded childcare places for children aged from nine months to four years.

## Information about this inspection

### Inspector

Rose Tanser

### Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including her curriculum intent.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children present during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read recent parent testimonials to gain their views on the childminder's setting.

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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