

Childminder report

Inspection date: 16 July 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

The childminder organises her setting to nurture children's appreciation of the outdoors. Children spend much of the day outside, which promotes their physical health and connection with nature. They access a broad range of resources that spark their interest. For example, they have many props for role play and they can explore the different sounds of musical instruments. The childminder plans a creative, adaptive curriculum and has high aspirations for all children. She knows the children very well and responds to their individual care and learning needs with sensitivity and respect. She offers a very inclusive setting.

Children become very independent over time. They learn to manage their self-care needs, such as putting on shoes or washing their hands. The childminder ensures children have time to explore the multitude of excellent resources. She is adept at identifying children who are less confident and gently supports them. The childminder's interactions with children guide and extend their play ideas. She praises children's efforts when they are trying to master a new skill, such as mark making. Children approach new challenges with confidence and resilience. Even the youngest children learn how to successfully manage these challenges, such as going up and down the steps in the garden.

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

- The childminder has a strong, trusting partnership with her co-childminder. They are both passionate about their roles and promote an ethos that values the individuality of every child. They work closely with parents to ensure the partnerships between home and the setting fully support children and their families
- The childminder provides plentiful opportunities for children to gain an understanding of numbers as they play together. For example, she shows children how to count the blocks as they build towers. Children learn to count in order and to recognise numerals displayed in the environment.
- Children begin to manage their emotions and develop the skills that promote cooperation with others. The childminder is an excellent role model. When children have minor disagreements, for example if they both want the same toy, the childminder helps them to find solutions. Children learn the importance of sharing and taking turns.
- The childminder wants the very best for children. She targets any additional funding for eligible children to support their individual needs. All children make good progress over time. They gain the key skills and knowledge that give them a strong foundation for their future learning.
- The childminder reflects upon her practice to ensure children receive high-quality care. She undertakes training to develop her knowledge and skills. However, her

professional development is not currently focused on raising the learning outcomes for children to even higher levels.

- The routine of the day is completely child-centred and focused on the different care needs of children. For example, the childminder observes when children need time to relax. She makes sure children who are tired have a calm space to rest or sleep during the day.
- The childminder has excellent partnerships with parents from the start. She asks them for information about children's interests, home routines and prior learning. She uses this information to plan a smooth transition from home into her setting. She works closely with parents to help children reach important developmental milestones, for example in their language skills. The childminder values the information that parents share with her and uses it to support children's care and learning needs in her setting.
- The childminder successfully promotes children's health and well-being through her curriculum plans and partnerships with parents. For example, she provides parents with useful information for children's packed lunches. The childminder ensures children have many opportunities to be physically active throughout the day.
- The childminder supports any assistants well in carrying out their role, so that they understand the policies and procedures that are in place to ensure children's welfare. The childminder provides appropriate training for any assistants so they can develop their skills in meeting children's individual needs.

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:

- target professional development opportunities to enhance existing skills and knowledge further, to raise outcomes for children to even higher levels.

Setting details

Unique reference number	2744014
Local authority	North Lincolnshire
Inspection number	10405870
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Barrow-Upon-Humber, North Lincolnshire and works alongside another childminder and employs an assistant, when required. The childminder is open Monday to Friday, from 7.30am to 4.30pm, all year round, except for bank holidays and family holidays. She provides government-funded early education 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 with her co-childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and her co-childminder completed a learning walk with the inspector to discuss the curriculum and learning intentions for children.
- The inspector spoke to parents to gain their views on the childminder's setting.
- The inspector looked at key documentation, including policies and procedures that support children's learning and welfare.

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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