

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 wants the best outcomes for children. She sets a very positive tone for the sessions from the start. When children arrive, they eagerly participate in a group 'welcome time' with the childminder. The children listen carefully for their names to be called. They show much joy as the other children say 'hello' to them. The childminder checks that everybody has been greeted before children go off to play and explore. This daily routine helps children to develop a strong sense of belonging in the setting and supports their self-esteem. The childminder plans activities that encourage children to cooperate. She praises children's kindness, such as taking turns to play with a popular toy. Children get to know each other and develop their social skills.

The childminder ensures the curriculum is broad, meaningful and well sequenced. She knows what children have mastered and what they need to learn next. She is quick to act if children may need some additional help to access the curriculum. Children with special educational needs and/or disabilities are very well supported. The childminder uses her own good knowledge and seeks advice from other professionals to identify and implement individual targeted plans. This support enables children to achieve important developmental milestones.

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.
- Children develop their language skills throughout the day. The childminder plans times during the day to read both new and favourite stories. She nurtures children's love of books and enhances their understanding of story language.
- The childminder takes children on local nature walks and visits places such as the village shop and the library. She teaches children how some cultures celebrate special events in their lives. Children begin to understand features of their own community and the cultural diversity of the modern world.
- Children relish times when they can be imaginative, for example as they wash and dress the dolls. The childminder interacts with children, making suggestions to extend their learning, such as taking the dolls for a walk in the pushchairs. She encourages children to talk to the dolls as they play with them, fully supporting their pretend play and language skills.
- The childminder has a good understanding of child development, which supports children's progress in their learning. However, professional development opportunities are not currently targeted to enhance her skills and knowledge

further, to raise children's outcomes to an even higher level.

- The childminder is an excellent role model. She is calm and sensitive in her approach. Children are quick to come to her for a cuddle when needed. Babies make happy, cooing sounds as she plays with them. Children's emotional well-being is very well supported throughout the day.
- Children experience the many benefits of being outside, where they play for much of the day. They have wonderful spaces to be active and develop their physical skills, such as learning how to navigate a wheeled toy. They make connections with nature, for example as they help to look after the plants in the garden.
- The daily routine is carefully planned to give children opportunities to become independent learners who have time to try things out by themselves. The childminder knows when children need some help to achieve success in their endeavours. She provides just the right level of support for children so they continue to feel empowered and confident learners.
- The childminder maintains strong partnerships with parents. She provides parents with valuable information to enhance children's learning at home. Parents are confident that their children are safe and happy in her setting. They praise the excellent levels of care their children receive.

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 plans for professional development, to enhance knowledge and skills and raise outcomes for children to an even higher level.

Setting details

Unique reference number	2744803
Local authority	North Lincolnshire
Inspection number	10405871
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 works with another childminder from her co-childminder's premises in Barrow-Upon-Humber, North Lincolnshire. The childminder is open Monday to Friday, from 7.30am to 4.30pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025