

Childminder report

Inspection date: 11 August 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 of all ages independently explore in a safe, and nurturing environment. The childminder gets to know all children very well. Children smile and laugh throughout the day. They respond positively to the childminder's warm and nurturing manner as she sits alongside them to support their play. Children call out for the childminder to see their achievements. They seek her out to have their needs met. Children are very happy and relaxed.

Children's behaviour is positive. The childminder has clear expectations for behaviour, which children understand well. The childminder teaches children about self-regulation and personal space. From a young age children are taught to use a timer to learn patience and to share resources. Older children teach younger children how to throw a frisbee when they struggle. Children are learning how to resolve conflict between themselves and be kind.

The childminder implements a balanced curriculum. She teaches children to independently climb steps. Children develop their large muscles and resilience as they go up and down on uneven ground in the garden. The childminder encourages critical thinking as children ride bicycles around obstacles. Children have lots of opportunities to explore their community. The childminder takes children to the woods on a bear hunt. They recall the story and sing songs from memory. Children are encouraged to express their thoughts as they draw lines and pictures using chalk. Older children create art on the path using soil. The childminder teaches children about life cycles as they grow herbs and look after creatures from the beach. Children good make good progress in their learning.

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

- The childminder provides a good balance of adult-led and child-led activities. However, the quality of education children receive during planned adult-led activities is stronger than during child-led play. For instance, through a storytelling activity, the childminder skilfully embeds and extends children's knowledge of colours, early numbers and quantity. However, opportunities to develop children's mathematical skills during child-led play are overlooked.
- Children thoroughly enjoy the outside area. They are taught how to throw, catch and kick a ball. Children are encouraged to mix soil and water together. They use a rock to squash the soil and squeeze the water through as they learn about consistency. Children develop their imaginations as they role play with food and cook. However, there are a large number of resources available to children in the outside area. During child-led play children move frequently between activities. This results in children not consistently engaging in meaningful play during outdoor play.

- Children become increasingly independent. From a young age, they learn to put on and take off their own shoes when going outside. Children independently access the spare clothes box for a hat before they go out in the sun. They wash their hands before they eat without being prompted. Singing songs about the importance of privacy and the 'pants rule', helps children to learn about personal hygiene. Children are developing the skills they need for school as a result.
- Children develop a love for reading. They share books with their friends and remind them to be careful as they turn the pages. Children develop empathy as they imagine what it might feel like as the character. They talk confidently and excitedly about their favourite books. This helps children to develop their language skills and their imaginations.
- The childminder completes timely assessments of what children know and can do. She uses this well to plan and provide activities that effectively build children's skills and to identify any additional support children may need. She works extremely closely with external professionals so that all children, including those with special educational needs and/or disabilities (SEND), are supported fully. The childminder has built up effective positive relationships with other local settings and schools. This helps to ensure children's transition to school is smooth and effective.
- Partnerships with parents are effective. The childminder effectively shares information with parents about their children's care and learning through a range of ways, such as, at drop off and collection times, through an online app, and a newsletter. This information effectively supports parents to continue their child's learning at home. Parents learn about keeping children safe in the home, the community and online.

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 curriculum offer during child-led play to extend children's learning further in mathematics
- consider the amount of resources in the outside environment to support children to engage more effectively in child-led play

Setting details

Unique reference number	2747132
Local authority	North East Lincolnshire
Inspection number	10405878
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	3 to 11
Total number of places	4
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Grimsby. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She has an appropriate childcare qualification at level 6. The childminder provides government-funded education.

Information about this inspection

Inspector

Jackie Ward

Inspection activities

- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about how she supports children with SEND.

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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