

Childminder report

Inspection date: 14 August 2024

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 enjoy using their imagination as they freely access the extensive range of resources. The childminder skilfully organises the indoor and outdoor environments to create play opportunities that are varied and enticing for children. She provides lots of interesting resources, which are multi-functional and can be used in lots of different ways. This enables children to explore and investigate as the childminder helps them to build on their prior knowledge and skills. For example, the childminder encourages children to thread pipe cleaners through the holes of a colander. She introduces large tubes into children's sand play, showing them how they can post things down the tube. As children begin to do this, the childminder introduces counting as she says, 'One, two, three, go!' The childminder uses these activities to help children to develop their hand-eye coordination.

The childminder is committed to making improvements. She accesses training to develop her knowledge, which helps her to enhance children's learning experiences. The childminder ensures all children are making progress. She liaises closely with health visitors to ensure children benefit from additional support where needed. The childminder's active participation and support during children's play help them to begin to develop positive attitudes to learning. Children's health and safety is maintained. The childminder supervises children and continually assesses risks to ensure potential hazards are identified and minimised.

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

- The childminder has identified a range of skills for children to develop over time so that they are ready for their future learning in school. She works with parents to assess children's starting points and then continually monitors children's ongoing progress. The childminder plans activities and experiences in line with children's individual needs, interests and abilities. This enables all children to make progress.
- The childminder works closely with other providers where the care of children is shared. The continual exchange of information creates a shared approach to supporting children's continued progression.
- Parents confirm they receive regular updates from the childminder about their children. They explain how the childminder is very nurturing and provides the best care and learning experiences.
- The childminder maintains children's good health and well-being. She provides children with a balanced diet, freshly preparing meals each day. Children's awareness of oral health is promoted through discussions, books and trips to the dentist. The childminder talks to parents to ensure they are knowledgeable about how to maintain children's safety when they use internet-based technology.

- The childminder introduces children to popular books and rhymes to support their language development. She plans activities around these, further supporting children's skills in other areas. For example, children are encouraged to use nets to try and catch five little ducks in the water tray. This helps them to develop their fine manipulative skills.
- As children play, some children find it difficult to understand or accept changes to the routine. The childminder tries to explain what is coming next. However, younger children and those with additional needs struggle to understand. For example, the childminder explains to children that they need to go inside for their nappy to be changed. Children do not understand the reasons for the interruption in their play as they show reluctance to go inside.
- Children enjoy playing in a suitcase filled with sand. The childminder creates fun interactive experiences as she hides dinosaur bones in the sand. Children are encouraged to find these by using paintbrushes to carefully remove the sand as they search for the bones.
- A wide range of water-play activity stations are accessible to children outside. The childminder helps children to learn that when they fill the top containers up and then release the doors, water cascades down. Children attempt to pump the handle on another water feature, as they know this will create running water.
- The childminder encourages children's good behaviour. She introduces children to emotions puppets and books to help children to learn about their feelings and how to manage these.

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:

- consider how to consistently use visual aids to support children's awareness and acceptance of changes in routines.

Setting details

Unique reference number	2756811
Local authority	North Lincolnshire
Inspection number	10349583
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Scunthorpe. She operates all year round from 7am to 6pm, Monday to Friday, and from 7.30am until 2.30pm during weekends, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the childminding provision with the inspector.
- Children communicated with the inspector during the inspection.

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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