

Childminder report

Inspection date:

5 September 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 are safe and secure and develop a sense of belonging with the childminder. She encourages children to make friends and develop positive relationships. They choose their favourite toys and invite each other to come and play. The childminder encourages good behaviour by using lots of praise and encouragement. She hands out stickers for 'good listening'. This encourages other children to join in. Children follow instructions and help to tidy up. They learn what is expected of them from an early age.

The childminder plans learning that helps children to have the skills that they need by the time they go to school. For example, children practise speaking and listening during circle time. They sit together and concentrate for short periods of time. They listen and speak with confidence. The childminder encourages children to develop their independence. They try to put on their own coats and shoes and attempt to peel their own bananas. Children are ready to start school when the time comes.

The childminder uses children's interests to engage them in learning and teach them what she wants them to learn. For example, she makes resources to help children to learn about numbers that are linked to their interests. This keeps children engaged and motivated to learn.

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

- The childminder gathers information from parents when children first start. She finds out about what children already know and can do, such as their physical development. This helps her to plan how she can help children to make further progress.
- Children select books and turn the pages, narrating their own stories as they go along. They are developing a love of books and reading. This is helping them to develop their communication and language skills.
- During an adult-initiated activity where children are learning about flowers, the childminder introduces some words, such as 'big' and 'small'. However, she does not consider a wider range of vocabulary that she wants to introduce as part of the activity so that children develop an even wider range of vocabulary.
- The childminder introduces feelings and emotions to children. They choose pictures that represent how they feel that day. The childminder labels their feelings, but she does not explore with them the reasons for their feelings. Some children are capable of learning more about their feelings. That being said, when children occasionally are unable to regulate their own emotions, the childminder is sensitive and patient, so they quickly settle.
- Children celebrate and take pride in their achievements as they use the toilet for

the first time independently. The childminder is consistent in her approach to teaching these new skills. Children develop their independence and a sense of achievement as well as developing their self-esteem.

- The childminder provides opportunities for children to develop their physical skills. They enjoy playing in the garden, navigating steps to slide down the slide. They strengthen the muscles in their arms as they swing on hoops. They spin, jump and hop. They develop their fine motor skills as they learn to use scissors. This is helping them to develop the muscles they need for later on in life.
- Communication methods with parents are well established and consistent. This helps parents to feel well informed about their child's development and what they are learning. The childminder and parents work together to help children to continue to develop their skills at home.
- The childminder shares information such as her safeguarding policy and about how she keeps her setting safe. Parents say that this makes them feel reassured that their children are safe in her care.
- The childminder works well with other professionals who may be supporting children. This helps her to identify how she can adapt her teaching to support individual children. This ensures that all children make good progress from their starting points.
- The childminder evaluates her practice and identifies her strengths and weaknesses. She identifies training opportunities that help her to develop her skills. For example, she is undertaking training to help her to support individual children who need help with their communication and language.

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 you can consistently introduce even more language into adult-initiated activities
- provide more support for children to understand their own feelings and emotions.

Setting details

Unique reference number	2757644
Local authority	North Lincolnshire
Inspection number	10349398
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Brigg. She operates from 8am to 5.30pm, Tuesday to Friday during term time and Monday to Wednesday during school holidays. The childminder closes for bank holidays, family holidays and the week between Christmas and New Year. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Hill

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector viewed feedback provided by several parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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