

Childminder report

Inspection date: 1 November 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 relate well to the childminder because they feel settled and secure in her care. The childminder is bilingual, allowing her to communicate with children in their home language. She repeats words and sentences in English to help support children's growing understanding and use of English. The childminder encourages children to use manners. For example, when children make requests, the childminder asks them what the magic words is. Children then remember to say 'please'. The childminder helps children to learn to respect simple rules and boundaries. This helps children to learn to behave well, share and take turns.

The childminder has identified the skills and knowledge she wishes for children to learn over time. She works with parents to assess children's starting points and continues to monitor their progress to ensure there are no gaps in their learning. The childminder plans challenging play experiences to build on what each child already knows and can do. This helps every child to make good progress. Children enjoy freely accessing the books. They enjoy turning the pages as they look through the pictures on each page. The childminder introduces children to popular stories, helping them to learn and recall familiar phrases. She also retells and adapts these stories during outings and outdoor play. For example, children go on bear, cat and aeroplane 'hunts'.

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

- Children benefit from taking part in a wide range of play experiences, which are planned to build on their prior knowledge and skills. For example, children are introduced to counting as they play. The childminder understands the importance of ensuring children have a firm understanding of the value of numbers up to five before moving on to higher numbers.
- When following a play dough recipe, the childminder explains that they need to add half a spoonful of salt to their mixture. The childminder demonstrates what this looks like and reinforces the word 'half' as she introduces this mathematical concept to children.
- The childminder is not always fully organised when delivering planned play experiences. For example, when making play dough, children's play is interrupted as the childminder leaves the table several times to collect resources. This interrupts the flow of the activity and results in children's interest and focus slightly reducing during these periods.
- The childminder supports children's fine motor skills when she demonstrates how to use pipettes to suck up water. Children are provided with pretend knives and safety scissors when playing. This enables them to practise their skills of using one-handed tools and resources.
- The childminder encourages back-and-forth conversations with older children

through her skilled approach to asking questions as they play. However, when older and younger children take part in activities together, the childminder has less time to continually talk and explain what younger children are doing. During these times, younger children's growing vocabulary skills are not as effectively supported.

- Physical play resources are set up in both the indoor and outdoor environments. Children are supervised as they learn to climb up and over a climbing frame. Younger children are supported as the childminder helps them to climb up so they can access the slide. Older children show skill as they slide down on their back and then on their tummy. This is a new experience for some children, as they are unsure how to navigate and go down the slide on their tummy. The childminder offers simple instructions and support to help them achieve this.
- Children carefully move the steps into place so that they can independently wash their hands. They recall and sing a hand washing song, which helps them to learn to wash their hands for a good length of time. Individual hand towels are provided for each child to help maintain children's well-being. Discussions and planned play opportunities are used to support children's awareness of developing good oral health routines.
- Children are supervised when accessing technology. The childminder discusses safety issues and screen time with parents and children. She also shares informative leaflets about online safety with parents to ensure that children remain safe when accessing technology.
- The childminder accesses ongoing training to help maintain her skills and knowledge. She is committed to providing children with a safe space in which they can grow and develop.

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:

- review how activities are structured and delivered so that they consistently build on children's attention and concentration skills
- consider how to consistently support younger children's growing vocabulary when there are older children present.

Setting details

Unique reference number	2762248
Local authority	North Lincolnshire
Inspection number	10349743
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	1 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Scunthorpe. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 2. She provides government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Melanie Arnold

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- Parents shared their views of the childminding provision with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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