

Childminder report

Inspection date: 3 June 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 benefit from very positive and close relationships with the childminder. She ensures that detailed information is gathered about children prior to them starting at the setting, including their likes, dislikes and routines. This helps children to settle in easily and parents to feel reassured. The childminder knows the children well and ensures that they are highly valued as individuals, including children with special educational needs and/or disabilities.

The childminder confidently talks about the children and their development, and her well-planned and well-sequenced curriculum supports children to make good progress. There is a focus on ensuring that children are emotionally secure and develop strong social skills. The childminder organises her environment well, with resources that engage children and allow them to follow their interests. Children are fully immersed in learning about the life cycle of the caterpillar. They have enjoyed craft activities and books, and are soon to release some butterflies into the garden.

Children display good behaviour. They form positive relationships with each other, which can be seen in their interactions. Children play together, take turns and share toys. They eagerly join in with the childminder and ask for help when they need it. Adults offer continual praise and encouragement to children and are positive role models. Children are secure in the childminder's care.

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

- The childminder warmly welcomes children into her home. She works hard to enhance the development of all children in a safe and secure environment. The childminder supports any other staff that work with her effectively. Adults share ideas and regularly evaluate each other's practice to further enrich the good quality childcare they provide.
- Adults are effective at supporting children's communication and language development. They promote children's love for books. During singing times, adults use props to help children recognise songs and join in with the lyrics. The childminder introduces new vocabulary, and she helps children with their letter sounds and pronunciation of words. However, at times, the childminder does not provide sufficient time for children to explore activities to their satisfaction before moving them on. For example, when children are still exploring a book, the activity is stopped to prepare for snack.
- The childminder places high priority on supporting children to understand and manage their feelings. She is tuned in to children and recognises if they are struggling or feeling unsettled. The childminder sits closely with children to talk about how they feel. Children recognise the difference between feeling happy

and sad and what makes them feel each way. This helps children to regulate and take responsibility for their behaviour.

- The childminder carries out daily risk assessments to ensure the safety of children. Good use is made of safety equipment, such as safety gates. Children have free access to the garden, where they ride bikes and laugh out loud during a group game with a parachute. Children are closely supervised when they collect eggs from the chickens.
- Children learn about foods that help keep their bodies strong and healthy. Nappy-change routines follow good hygiene practices and adults ensure children's privacy at these times. Children wash their hands; however, adults do not consistently help them to understand the importance of good hand hygiene, especially before mealtimes. This means children receive mixed messages, as after washing their hands they are able to go back to playing or sitting on the floor.
- The childminder supports children to be active learners. Children regularly visit local parks, and they enjoy outings to museums and the library. Visits to a residential home for older people help children to learn about older generations. Adults follow up on all outings to make these positive learning experiences. They introduce new topics and craft activities, read books and talk about where they have been. For example, a recent outing led to children learning all about the 'Stick Man'.
- The childminder has very good relationships with parents. Their written comments and conversations during the inspection share only positive feedback about the care and learning opportunities their children receive. The childminder feels it is a priority to work closely with the whole family to be able to fully support children.

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 opportunities for children to focus on and explore activities to their satisfaction before moving them on
- provide more support to help children to understand the importance of good hygiene routines.

Setting details

Unique reference number	2782652
Local authority	North Lincolnshire
Inspection number	10404875
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	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2024 and lives in Scunthorpe. The childminder holds a childcare qualification at level 6. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant who holds a childcare qualification at level 3. The childminder provides government-funded education to children.

Information about this inspection

Inspector
Lindsay Dobson

Inspection activities

- The childminder and the inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The childminder shared information about how she works in partnership with parents. The inspector spoke to parents during the inspection and took account of written feedback.
- The inspector held discussions with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation.
- The inspector observed the interactions between the childminder, her assistant and the children in the dedicated play areas and the garden.

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