

Childminder report

Inspection date: 27 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are full of joy and laughter as they play together. They are very settled in the childminder's homely and inviting setting. The quality and range of resources, both inside and outside, fosters children's curiosity and creativity. Children proudly show visitors the mud kitchen in the garden, where they create potions with coloured water, sand and soil. The childminder builds on children's knowledge and helps them to learn new words. For example, she observes that children are not familiar with some of the animals in the toy zoo they are exploring. The childminder names them and talks about their unique features, such as the stripes on a tiger, to help children remember. Children's developing language skills are well supported.

The childminder is an exemplary role model with high expectations for children's behaviour. She fully promotes children's cooperation and friendships throughout the sessions. Children demonstrate much regard for others and are beginning to manage their feelings, with the childminder's unwavering support. Her consistently kind and sensitive manner helps children feel safe and secure in her care. The childminder is adept at identifying when a child needs some reassurance or a cuddle. The emotional bonds between the childminder and children are incredibly strong.

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

- The childminder plans a broad and interesting curriculum that supports children's progress well. She identifies the key developmental milestones that children have mastered and what they need to learn next. The childminder works closely with parents to enhance children's learning between home and her setting.
- The experienced childminder has high aspirations for children. She plans the curriculum so children develop key skills and knowledge that will support them as they move on to school. The childminder manages transitions to school really well, which helps children feel secure and ready for the new, exciting challenges ahead.
- Parents describe the childminder's setting as 'warm and nurturing'. They value the information the childminder gives them about children's achievements and interests. They say they are confident that their children are safe, happy and learning.
- The childminder is reflective in her work and wants the best outcomes for children. She accesses training events and local network meetings to develop her knowledge and skills further. However, the childminder has not targeted her training to raise the quality of education to the highest levels possible.
- Children enthusiastically join in with the daily singing activities. They confidently use puppets and other props to act out their favourite songs. The childminder

teaches children number rhymes and songs. Children learn how to count, using number names in the correct order.

- The childminder takes children to local groups, where they meet and play with other children that attend. She plans visits to nature reserves, parks and the library to give children first-hand experiences of the places that make up their local area and beyond. Children develop their social skills as they meet with different people on their visits.
- Children show high levels of independence as they play. They select the resources they want to develop their play ideas, such as building dens for their dolls and toy animals. The childminder is always close by to offer much encouragement and support for children's learning. She encourages children to independently manage their self-care needs when they are ready.
- Children's health is promoted throughout the day. They develop their physical skills. For example, they skilfully navigate stepping stones in the garden. The childminder offers useful information about healthy eating for parents, who provide children's snacks and lunches. She ensures the daily routines are balanced to allow children time to rest, as well as be physically active. This supports children's all-round development and well-being.
- The childminder knows the children very well. She highly values their individual personalities and nurtures these, strongly promoting children's confidence and self-esteem. The childminder ensures all children's care needs are managed in the most respectful ways. Children thrive in her care.

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:

- target training more specifically to raise the quality of education to the highest levels, to further support children's progress and attainment.

Setting details

Unique reference number	500847
Local authority	North Lincolnshire
Inspection number	10399055
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	6
Date of previous inspection	19 November 2019

Information about this early years setting

The childminder registered in 2001 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 an early years qualification at level 3. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims of her curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector evaluated a planned activity to discuss the impact on children's learning.
- The inspector read recent parent testimonials to gain their views on the childminder's setting.
- The inspector spoke to children during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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