

Childminder report

Inspection date: 23 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel safe and happy in this homely setting. They receive praise from the calm and caring childminder when they share or use good manners. Children learn to be kind to their friends and play cooperatively. Their sense of right and wrong grows as the childminder reminds them of how they should treat others.

Children explore their own interests and benefit from the activities provided by the childminder. They concentrate for long periods and become deeply engaged in their play. Children learn how to manipulate play dough as the childminder models how to shape it in different ways. They build their small-muscle skills as they use their hands and tools to squeeze, roll and flatten the play dough. Children delight in finding out what will happen when they mix two colours of play dough together.

Children learn to play imaginatively when they pretend to serve food in the toy kitchen. They use a toy medical kit to check each other's tummies when they play at being doctors. The childminder joins in with children's play and talks about times that they have visited the hospital. Children's understanding is extended as they revisit prior experiences.

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

- The childminder talks about the children's play and encourages back-and-forth interactions. Children's communication skills develop rapidly. This helps children to make new friends when they visit the park or local childminder group. They develop their social skills and become confident.
- Children make good progress in their mathematical development. They pretend to be shopkeepers and use number cards during their play. The childminder introduces the language of size as children explore wooden puzzles. Children enjoy sorting objects by type and colour. The childminder has used early years pupil premium funding to purchase new mathematical resources. Children are well supported in learning to count and recognise numbers.
- The childminder offers cuddles to children when they feel upset or frustrated. However, children do not receive enough support in labelling and understanding their emotions. Consequently, children occasionally struggle to manage their own feelings. They do not always understand the impact of their actions on others.
- The childminder prepares children for the next stage in their education. For example, children use the toilet and wash their own hands with minimal support. They learn to manage their self-care needs with growing independence.
- Children enjoy healthy food and drinks at mealtimes. They enjoy picking strawberries with the childminder and growing apple trees from seeds. Children begin to understand where their food comes from.

- Children develop a strong sense of their own community. They talk about the villages where they live. They use wooden blocks to build streets and houses that represent their homes. Children learn about the diverse experiences of their friends within the setting. However, the childminder has not identified further ways for children to learn about the world beyond their own community. This has an impact on children's understanding of the differences and similarities that they share with others.
- Parents say that they see the childminder as part of their family. One parent commented that the childminder has 'enriched' their child's life. The childminder provides parents with a yearly review about their children's learning. This keeps parents informed about their children's progress and what they need to learn next.
- Communication with other settings that the children attend is good. There is a two-way flow of information about children's development. Children receive consistent support in working towards their next steps.
- The childminder accesses online training courses. She seeks advice from local authority advisers. As a result, the childminder's practice has improved. For example, she has introduced a water dispenser for children to access. This supports children in serving their own drinks. The childminder recently completed a course on ways to enhance children's water play. She has made improvements to the garden to extend children's learning outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad understanding of safeguarding issues. She is aware of the signs of abuse and neglect. The childminder knows the procedures that she must follow if she is concerned about a child. She understands what she must do if an allegation is made against her. The childminder reads safeguarding updates on the local authority website. This ensures that she stays alert to current safeguarding issues. The childminder completes risk assessments for outings. She talks to children about playing safely with resources. This ensures that children remain safe in her care.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help children to label their emotions to support them in managing their own feelings
- provide regular opportunities for children to learn about people and communities beyond their own experiences, to help them to understand similarities and differences between themselves and others.

Setting details

Unique reference number	505178
Local authority	North Lincolnshire
Inspection number	10065060
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	3 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 July 2016

Information about this early years setting

The childminder registered in 1999 and lives in Hibaldstow. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides occasional weekend care. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity.
- Parents shared their views on the setting with the inspector.
- 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.

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