

Childminder report

Inspection date: 11 December 2023

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

The childminder offers a welcoming and stimulating learning environment where children feel happy and safe. The childminder values children and places a strong focus on their well-being by providing a home-from-home environment. Children settle quickly and form strong emotional attachments with the childminder. As a result, children are confident and ready to learn.

Children are eager to explore the dedicated playroom. They are happy to play alone or with their peers. Children enjoy the company of the childminder and are quick to include her in their play. The childminder's good-quality interactions enhance children's learning. For instance, children play with a wide range of small vehicles, which is a current favourite activity. The childminder extends children's learning by asking questions to encourage their thinking. The addition of resources widens play experiences. For example, children move toy dinosaurs about on their vehicles. Furthermore, the childminder reminds children of past experiences, such as the helicopter they saw after taking children to school.

The childminder has high expectations for children. A consistent approach to managing behaviour ensures that children feel valued and listened to. Children behave well, and they have good attitudes towards learning. For example, children listen to instructions well and learn to take turns and share toys from an early age.

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

- The childminder has a good understanding of her curriculum and what she wants children to learn before they move on to school nursery. The childminder knows the children well and quickly identifies gaps in their learning. She considers and plans activities that are based on children's interests and next steps. As a result, children make good progress in their learning.
- The childminder is committed to providing good-quality care and education for children. She thinks carefully about her provision and regularly reflects on her practice, considering her strengths and areas for further development. The childminder takes account of the views of parents and children in her reflective practice.
- The childminder works well with parents and shares information with them about their children's day, learning and development. Daily information sharing, including photos and face-to-face conversations, means that parents are well informed about the progress their children make. Parents confirm that their children achieve well in the childminder's care and enjoy coming to her home.
- The childminder provides plenty of opportunities for children to be physically active, both in her secure garden and the local community. They visit a toddler group and make good use of a nearby park, where they run and climb.

Additionally, outings further afield support children to learn about wildlife and nature. In the home, children become aware of how to manage their own personal hygiene. They follow effective handwashing routines and understand the need for good oral hygiene.

- The childminder has a range of books that is available to the children to promote their interest in stories and assist their early reading skills. However, she does not consistently make the best use of books and other visual aids, for instance, to support and then consolidate children's understanding of newly introduced concepts and ideas.
- The childminder works effectively to develop children's communication skills, and she is a good role model for the promotion of their language development. For instance, she speaks to younger children clearly and introduces new words for children to repeat. With most-able children, she asks more open questions to extend their thinking skills.
- Children learn how to keep themselves safe with support from the childminder. She shares clear explanations with children. For instance, to pick up the toys from the floor, so children do not hurt their toes if they stand on them. The childminder is a positive role model for children, and she knows each child well. She is sensitive and caring towards the children and promptly attends to their needs with genuine care.
- Children develop essential skills in readiness for school nursery. They are keen and motivated learners. The childminder has close partnerships with the schoolteachers and promotes continuity of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children. She understands the types and signs of abuse. The childminder has completed relevant training in child protection and works closely with the local authority to keep her knowledge up to date. She talks with confidence about what she would do in a range of scenarios. The childminder is aware of the procedures to follow if there is an allegation of abuse made. She is well organised and makes sure she cares for children in a safe and secure environment. The childminder supervises children well and her risk assessments help minimise any hazards.

What does the setting need to do to improve?

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

- enhance the use of books and other visual aids to help further extend, support and consolidate children's understanding.

Setting details

Unique reference number	505184
Local authority	North Lincolnshire
Inspection number	10305432
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 11
Total number of places	6
Number of children on roll	22
Date of previous inspection	21 February 2018

Information about this early years setting

The childminder registered in 2000 and lives in Epworth, North Lincolnshire. She operates all year round, from 7.45am to 6pm, Monday to Thursday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector observed the interactions between the childminder and the 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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