

Childminder report

Inspection date: 31 January 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 home-from-home environment where children feel safe and secure. There is an effective settling-in process in place. Young children and babies quickly settle and form strong attachments with the childminder, who knows them well. Parents comment on the childminder's caring and nurturing nature. They are very happy with the level of care that their children receive.

Children access a variety of resources that support their learning. They enjoy stacking toy bricks and giggle with delight as they tumble down. Babies and young children who are beginning to walk are provided with opportunities to practise this skill. They smile as they take steps towards the childminder, who offers lots of praise and encouragement. Young children's care needs are supported well. The childminder swiftly recognises when children may be tired and asks them if they would like a nap.

The childminder provides children with a variety of experiences that support their growing physical and emotional health. For example, children meet their friends at community stay-and-play sessions and attend story and rhyme sessions at the local library. Regular trips out into the local community help children to learn about the world around them.

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

- The childminder plans a programme of activities that extends children's learning. For example, older children who are interested in animals visit the zoo, and those who have a keen interest in pets have been offered the opportunity to care for a ferret. However, at times, activities are not age appropriate or accessible to all children. For example, babies and young children who cannot yet walk or stand unaided are unable to interact because some activities are placed on the dining table. Also, some activities, such as opportunities to make marks on paper, are aimed at the older, most able children.
- Babies and young children benefit from meaningful interactions with the childminder, who is aware of their non-verbal communication and reacts skilfully to support their play. The childminder sings nursery rhymes and songs that the children are familiar with, and they babble and smile in response. There are a variety of books available in the learning environment for children to explore.
- The childminder has high expectations of all children. She models positive behaviour and encourages babies and young children to share and take turns. The childminder offers a narrative as children play. This supports children's developing understanding of different feelings and behaviours.
- There are plenty of opportunities for children to have fresh air and develop their

physical skills. They spend time outdoors daily, visiting the park and other green spaces in the local community. Children visit the play gym weekly, where they take part in a variety of physical activities. The childminder provides children with healthy snacks and fresh water. She understands the importance of supporting children to make healthy choices.

- The childminder gathers information from parents about what children know and can already do before they start at the setting. She uses this information to plan meaningful activities that extend their learning. The childminder regularly shares information with parents about children's progress. She speaks with parents daily and shares what children are learning and how this can be extended at home. Parents are happy with the progress that their children make.
- The childminder completes all mandatory training and attends local authority network meetings to ensure that her knowledge remains up to date. She is reflective of her own practice and committed to accessing more training to enhance it further. The childminder uses the internet to research topics of interest and to help her to continually improve practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and the broader areas of child protection, such as the 'Prevent' duty, female genital mutilation and breast ironing. She understands what action to take in the event an allegation is made against a member of her household. The childminder completes all mandatory training and ensures that this is kept up to date. She attends regular local authority network meetings to ensure that she is aware of any changes to legislation. The childminder has appropriate measures in place to ensure that the learning environment is kept safe.

What does the setting need to do to improve?

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

- consider the development stage of babies and young children so that activities are always age appropriate and accessible to all children.

Setting details

Unique reference number	EY217421
Local authority	North Lincolnshire
Inspection number	10264769
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 June 2017

Information about this early years setting

The childminder registered in 2002 and lives in Scunthorpe. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Yvette Brown

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 showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.

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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