

Childminder report

Inspection date: 12 March 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

The childminder works closely with parents from the start. She asks them about children's home routines and care arrangements. She uses this information effectively to ensure continuity for children in meeting their individual care needs. The childminder starts the daily sessions with a very warm welcome for the children. She observes when children might need a little more support to settle. She is skilled at helping children feel comfortable and ready to join in with the daily activities. Children gain the confidence to fully participate in the planned activities and explore the multitude of resources.

The childminder puts children's well-being at the very heart of her curriculum plans. These plans are broad and ambitious for all children. In the main, the childminder knows what skills and knowledge she wants children to have embedded by the time they leave to go to school.

Children are very well behaved and show much consideration for others. They sit together at mealtimes and happily chat to each other. The childminder teaches children the importance of sharing resources and taking turns. Children gain the skills and attitudes that support them to make friends and to be respectful of the needs of others.

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

- The childminder makes good use of local amenities to teach children about the wonders of nature. She takes children on visits to local woods and pond dipping. Children learn about the life cycles of animals, for example how tadpoles become frogs. They plant and tend seedlings in the vegetable plot and watch them grow into tall plants. Children begin to understand the importance of caring for the environment.
- Children become skilful communicators. The childminder plans times throughout the day for children to talk about their thoughts and feelings. She interacts with children as they play, extending their ideas and helping them to understand new words. The childminder sensitively responds to the cues that non-verbal babies give to express their different needs.
- Parents share information with the childminder about children's achievements at home, as part of her induction arrangements. This allows her to identify children's starting points and adapt the curriculum to meet their needs. However, as children progress over time, the childminder does not always identify the key skills and knowledge they need to learn next. As a result, children's learning is not always carefully sequenced to build on what they know and can do.
- Children are excited to play and explore in the garden. They master the skills needed to ride a bike or climb up the steps of a slide. The childminder provides

opportunities for children to engage in quieter activities when outside, such as looking at books together. She ensures the available resources are appropriate for the different ages of children who attend the setting.

- Parents are extremely complimentary about the childminder. They describe her setting as an important part of the local community. Parents comment that they value the two-way flow of information that is shared between home and the setting. They are confident their children are safe, happy and learning.
- The childminder's assistants say they are well supported in carrying out their roles. The childminder plans regular meetings with them to discuss their workloads and provides opportunities for their continued professional development.
- The childminder promotes children's good health. She ensures children spend time outside, where they enjoy the benefits of fresh air. Children learn that washing their hands at appropriate times is essential to maintain their good health. The childminder provides a good range of healthy, nutritious meals. She reminds children that it is important to drink water throughout the day.
- The childminder encourages children to become increasingly independent in managing their self-care needs. She gives children just enough support, for example, when they are still trying to master putting on their coats and shoes. She praises children's efforts, which builds their self-esteem and confidence in their abilities.

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:

- use assessments of what children know and can do more effectively, to precisely sequence and implement the next steps in their learning and development.

Setting details

Unique reference number	EY227493
Local authority	North Lincolnshire
Inspection number	10380912
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	18
Number of children on roll	42
Date of previous inspection	28 June 2019

Information about this early years setting

The childminder registered in 2002 and lives in South Killingholme. She operates Monday to Thursday from 7.30am to 5.30pm and on Friday from 7.30am to 5pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with two assistants who both hold level 3 qualifications. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including her curriculum intent.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read recent parent testimonials to gain their views on the childminder's setting.
- The inspector spoke to the childminder's assistants to gain their views on the setting.

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