

Childminder report

Inspection date:

23 September 2022

Overall effectiveness	Good
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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 creates a setting which oozes creativity and children are curious about all that they can see. The children inquisitively explore what is all around them. They ask, 'Where did you buy that?' when they see a new money box hanging on the wall. The childminder creates a setting that inspires language, as she talks about where things are from. The relationships between the children and childminder are strong. The children are happy, confident and look to the childminder for help, support and fun. Parents say their child 'loves going and always shouts the childminder's name at home'.

As the children are so comfortable in the childminder's care, they develop well. The children make good improvements with their speaking and communication skills. The children behave very well, care for others and are eager to explore the next activity. Parents are so pleased that their children are happy and make comments including, 'The childminder is good at communicating and has gained my child's trust, which encourages good behaviour and kindness to others'. The children enjoy going to the park regularly and feeding the ducks. They have shopping trips to create baskets for those in need in the local community.

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

- The childminder has strong communication skills. She checks children's understanding and uses different ways to build their knowledge. For example, the childminder put two shades of green pom-poms together. This helps show children that they are slightly different colours.
- The childminder role models words well. This helps children build on their vocabulary skills. The childminder does this by reading stories and discussing the pictures. For example, during the 'Colour Monster' story, the childminder asks, 'What is on the water?' The child answers 'boats'. However, discussions to develop children's understanding of feelings and extend their learning even further are missed.
- The children thoroughly engage with the resources and activities about shapes and colours. They focus for a long period, as they choose 'triangles' or 'squares' to build a house. The children use pom-poms to fill the shapes and enjoy learning that they feel 'spiky' and 'furry'. The children independently revisit the activity later, embedding their learning further.
- The childminder has high expectations of the children. She consistently reinforces good manners, waiting for 'please' before responding. The children are very well behaved and follow instructions with ease.
- The children adopt very good hygiene practices. They wipe the table and wash their hands before lunch. The children ask for tissues to wipe their noses too.
- The children enjoy great links with the local community project. They learn how

to look after the plants at the local park, digging holes to put the new plants in and watering them. This helps develop their knowledge about growth and their understanding of the world.

- The childminder has good links with parents who are very happy with the service she is providing. They speak about how welcoming and reassuring the childminder is. The childminder works with the parents to support their child's development. This includes linking with professionals when needed.
- The childminder is very passionate about helping children be the best they can be. She has strong values around ensuring the children have skills for life and has a clear vision for what she wants children to learn. The learning is individual to the needs of the child. The childminder has a good understanding of the children's next steps and any areas of concern.
- The children develop their small-muscle skills by drawing pictures. The childminder demonstrates how to hold a pencil with a correct pencil grip, when children are developmentally ready for this stage. The children work on copying the grip. This develops their physical skills. However, opportunities for large-muscle skills are not consistent. For example, helping children to challenge themselves and take risks, such as balancing and climbing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of local safeguarding issues. She knows the signs and symptoms of abuse to be aware of and who to contact. She has good safeguarding knowledge, through the training she has completed. The childminder develops children's understanding of road safety. She explains about using the zebra crossing and checking for cars on the road, during their walks. She supports the children in being able to keep them safe during their play, such as moving toys that could be stood on. The setting is safe and secure, so the children can play without risk.

What does the setting need to do to improve?

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

- develop ways to help children understand their own feelings and how to communicate these
- consider how to enable children to take appropriate risks and challenges in their play.

Setting details

Unique reference number	EY232164
Local authority	North East Lincolnshire
Inspection number	10073093
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 July 2016

Information about this early years setting

The childminder was registered in 2002 and lives in Cleethorpes. She operates all year round, from 5am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Laura Fay Muranka

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 their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of 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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