

Childminder report

Inspection date: 9 March 2023

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

Children are excited and enthused as the childminder shares familiar stories. They use props that they have made to support their imaginations and act out the story. Children listen attentively and respond, showing comprehension of the stories. Children are confident to talk about the book and anticipate what will happen next. They excitedly bring their own books from home to share with their friends. Children develop their independence. They peel oranges and chop bananas for their snack. Children are confident to do this and ask for help when needed. They are keen to put on their own shoes and coats. Children help their friends who are finding this difficult. They show respect for one another and share the toys.

Children enjoy playing with their friends. They play with the dolls in the role-play area, asking them how they are feeling. Children feed the dolls to make them feel better. They take the dolls shopping and ask them what fruit they would like. Children talk to each other on pretend telephones confidently. They listen carefully to their friends and hold thoughtful conversations. Children have regular opportunities to develop their mathematical understanding. Some children count and recognise numbers confidently. They proudly group objects by size and colour.

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

- Children have opportunities to be physically active outside. For example, they dig mud in the garden and carry it to the mud kitchen. Children add sticks and mix the mud and grass. Some children choose to play with hoops. They push and roll the hoops to each other excitedly. This helps them to develop their cardiovascular and motor skills. Children show good control and coordination.
- The childminder has high expectations for children's behaviour and conduct. For example, she encourages children to say 'please' and 'thank you' appropriately. The childminder uses appropriate strategies to support children who may struggle with behaviour. For example, she gives children the opportunity to hold a prop at the start of a story and then encourages them to share with others. This supports children to manage their own feelings and behaviour.
- The childminder works with a co-childminder. They observe each other to improve their knowledge and understanding of how children learn. This enhances the teaching of the curriculum.
- The childminder is aware of children who had minimal interaction with their peers throughout the COVID-19 pandemic. She is aware of the need to support children's confidence and emotional security. However, the childminder does not use her observations effectively to respond to every child's individual needs, such as when re-enacting a story with a group of children.
- The childminder is aware of local services that can be accessed to fully support children's needs. She links with other settings that children attend to learn as

much as she can about their learning.

- The childminder offers children a healthy diet. She gives clear and consistent messages to children that support healthy choices around food and exercise. For example, she teaches them about the importance of nutritious food and exercise.
- Children regularly visit a play area in the local community. This gives them opportunity for physically active play. The childminder has arranged for a professional to visit the setting to promote oral health. She teaches children to become increasingly independent in managing their personal needs. Children have the opportunity to visit displays and exhibitions at the local auditorium, to promote an understanding of communities beyond their own.
- Parental partnerships are strong with opportunities to talk regularly. Parents feel involved in their children's learning and play. For example, children take turns to take home a bear. This encourages children to communicate and share what they have done at the childminder's and at home. Parents have the opportunity to borrow books. This supports parents to extend their child's learning at home and encourage children's love of reading.
- The childminder has a strong focus on preparing children for school. She uses her assessments well to check what children know and can do and to plan suitably challenging activities. The childminder supports children effectively when moving on to school. For example, she invites teachers into her setting and shares photos with children of the school and uniform.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works closely with families and has a good knowledge of the signs to look out for and when situations should be monitored. She is knowledgeable and confident in identifying any signs of abuse in the home. The childminder is aware of situations that may happen out of the home when children may be at risk and knows the procedures to follow regarding this. She knows what to do if she is concerned about adults who may be a risk to children. The childminder helps older children to gain an understanding of risk when using the internet and digital technology at home.

What does the setting need to do to improve?

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

- support children's individual needs more effectively during group activities.

Setting details

Unique reference number	EY249048
Local authority	North East Lincolnshire
Inspection number	10265135
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 4
Total number of places	18
Number of children on roll	26
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in Grimsby. She works all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers holiday provision during the school holidays. She holds a childcare qualification at level 3. The childminder works with a co-childminder and an assistant. An apprentice also works at the setting. The setting offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Val Taylor

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.

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 2023