

# Childminder report

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Inspection date: 16 February 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children demonstrate good levels of independence as they play. They enjoy the challenge of trying to solve problems. For example, children do not give up easily when they are trying to find out which keys will open the doors of a toy house. They keep on trying even when they find things more difficult. The childminder supports children to achieve a successful outcome. She shows them that the colours and shapes of the keys match the corresponding doors. Children are then able to use what they have learned to select the correct key. They show much pride when they have managed to successfully open all the doors. The childminder praises the children's efforts, which supports their self-esteem and confidence.

Children are well behaved and demonstrate friendly behaviour towards each other. The childminder sensitively supports children when there are minor disagreements, for example when they want to play with the same toy. She teaches children the importance of sharing popular resources and taking turns. They learn that there are times they have to be patient when they want something. The childminder is quick to respond to children's individual needs. Children are settled, safe and happy in her care.

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

- Children develop their fine-motor skills, manipulating and controlling different materials. They build towers with blocks, placing them carefully on top of each other. Children find ways to make a tall tower stable by holding it carefully. They build the strength and coordination that enables them to manage everyday tasks, such as eating and dressing.
- The childminder has good partnerships with parents. She takes time to get to know families when their children start in the setting. Parents say that the childminder keeps them well informed about children's routines and learning. They value this information because it reassures them that children are safe and happy. Parents say that the childminder has really supported children's social development, especially when impacted by restrictions during the COVID-19 pandemic.
- Overall, the childminder supports children's developing language and communication skills. She asks children to name familiar objects and teaches them colours, shapes and numbers. Children are keen to show the childminder what they know and remember. However, the childminder does not consistently plan time for children to express their own ideas to develop their language skills further.
- Children start to learn about ways to promote their health and be safe. The childminder takes them out for walks and they visit local parks. She teaches the children about road safety, which they practise during visits in the local area.

The childminder works with parents to ensure that the packed lunches they provide for their children are suitable.

- The childminder makes sure that there are appropriate books available for children to access independently. Children enjoy recalling the names of characters from a familiar story. The youngest children spend time turning the pages of favourite books to look at the pictures. The childminder is always responsive when children want her to read them a story or look at an information book together.
- The childminder continues to develop her knowledge and skills. She attends meetings organised by the local authority and works closely with another childminder, sharing information and ideas to inform her curriculum offer. The childminder asks children and parents for their views on her setting so she can continue to meet their needs over time.
- The childminder has strong partnerships with some settings that children also attend. However, she has not yet established links with all of these to promote consistency and continuity in children's learning and development across both settings.
- The childminder uses her observations of children to identify what they know and what she needs to teach them next. She plans the curriculum around children's interests to help them be motivated to learn. The childminder monitors children's emotional well-being and pays close attention to their individual needs, for example when they need a cuddle or some reassurance.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety and welfare. Her setting is well organised and maintained to a high standard. The childminder makes sure that children are always well supervised in the setting and when she takes them out on visits. She confidently describes the signs that may cause her to be concerned about a child's welfare. The childminder ensures that her knowledge of safeguarding remains current through accessing training and online information. Her safeguarding policies and procedures are reviewed in line with legislation. The childminder understands her responsibilities to report concerns to appropriate services.

## What does the setting need to do to improve?

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

- help children to express their individual thoughts and ideas to further enhance the development of their communication skills
- develop partnerships with all settings that children also attend, to promote consistency and continuity in children's learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY253874                                                                          |
| <b>Local authority</b>                             | North Lincolnshire                                                                |
| <b>Inspection number</b>                           | 10106276                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 25 March 2015                                                                     |

## Information about this early years setting

The childminder registered in 2003 and lives in Brigg, North Lincolnshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rose Tanser

### 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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk at the start of the inspection to discuss and observe how children's learning, development and safety are promoted.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector and the childminder completed a joint observation of an activity and discussed the impact on children's learning and development.
- The inspector spoke to parents to gain their views on the childminder's 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.

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