

Childminder report

Inspection date:

7 August 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

All children thrive in this well-organised, caring and nurturing home-from-home setting. The childminder and her assistant have a warm and caring approach. This helps children to be curious and motivated to play and explore. Children demonstrate they are content and highly motivated. They independently move around the setting with confidence. Children feel comfortable asking the childminder and her assistant for help when needed. They behave exceptionally well.

The childminder has a well-designed curriculum that continually builds on the knowledge children already have. She knows when to introduce new experiences. Children show extremely positive attitudes to their learning. They continually demonstrate high levels of concentration, engagement and perseverance in the motivating activities the childminder and her assistant provide. For example, younger children investigate with pipettes and explore mixing green and red water together to make brown. They develop their physical dexterity as they manipulate the pipettes, squeezing the water out and refilling them. Older children use different-shaped blocks to make tall, intricate towers.

The childminder places songs, rhymes and stories at the heart of the curriculum. Children have a wide range of favourite stories that they enjoy together and join in with. Children develop excellent language and communication skills. Older children repeat words as they recall stories to the childminder. Younger children enthusiastically join in with the actions of songs. The childminder is extremely committed to helping children learn about the wider world and to develop their confidence in different environments. She regularly takes children to the beach and other events with local childminders. This helps to broaden children's experiences and supports their understanding of the world around them.

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

- The childminder and her assistant strive to understand each child before they join them. They tailor the settling-in process for each child to ensure that children are emotionally secure in their care before starting. The childminder uses information from parents about children's development as starting points. She uses this information to plan individualised support for children's development from the very first day.
- The childminder skilfully and enthusiastically uses an extensive range of vocabulary with children and consistently supports their communication and language skills. She spends a lot of time talking to children throughout the day. The childminder repeats words, such as 'banana', clearly back to children so that they can hear the correct pronunciation of the word. She introduces children to

new words, such as 'pipette' and 'submarine'.

- The childminder encourages children to use their communication skills throughout the day. She teaches the youngest children to use sign language to help to support their confidence in speaking. Consequently, children, including those who speak English as an additional language, develop excellent listening, understanding and speaking skills.
- The childminder successfully builds highly effective partnerships with children's parents and other agencies who are involved with children. This partnership working promotes a consistent approach to children's care and learning.
- The childminder shares information with parents about the activities their children have enjoyed. She gives parents ideas of how they can continue their children's learning at home. For example, the childminder supports and encourages parents with children's potty training, healthy eating and oral health. She provides them with guidance and reassurance about implementing these strategies at home to promote children's good health and independence.
- The childminder and her assistant encourage children to be independent. Children show resilience and keep trying when the childminder encourages them to put on their own shoes. They use knives independently to cut up their own fruit at snack. The positive and consistent support and encouragement children receive from the childminder and her assistant significantly contribute to their readiness for moving on to the next stage of their learning.
- The childminder is professional and well organised. She is extremely dedicated and reflective of her practice and that of her assistant. The childminder and her assistant strive to consistently provide the highest quality education and care for the children they look after. They demonstrate a secure understanding of how to interact with and teach children as they play.
- The childminder and her assistant regularly undertake training to improve their already excellent teaching. For example, they have recently attended training to help to support children even further with developing their already excellent communication and language skills. The impact of this additional knowledge is evident as young children use a wide variety of vocabulary and display confidence in speaking.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY256988
Local authority	North East Lincolnshire
Inspection number	10357605
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2003 and lives in Cleethorpes. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She works alongside an assistant.

Information about this inspection

Inspector

Rachael Barrett

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector took account of the written views of parents.
- The inspector carried out a joint observation with the childminder and her assistant.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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