

Childminder report

Inspection date:

13 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

Children are comfortable and happy at this setting. They feel at ease exploring the space and treat the areas as if they are at home. Children confidently interact with the childminder and other children. The childminder has resources that create excitement. They spark an interest for the children, such as a skeleton crab they found on a beach together. This enables them to develop their language. One child excitedly shouted 'Pincer', referring to the crab's claws. The children show they feel safe and secure with the childminder, as they engage well and smile.

The childminder reinforces good manners, and the children respond well to instructions. The children are learning well and developing their understanding of the world. This is through experiences that the childminder provides. For example, a recent visit to the local fire station has created role plays about helping others. The children enjoy regular trips to the library and sharing books with their family. One parent said about their child that 'Because the childminder does this, his interest in books has grown.' The childminder consistently builds on vocabulary throughout the day, in various ways. This is through showing the children interesting resources. For example, the children enjoy seeing what sticks to the magnets.

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

- Children's communication is good. The childminder consistently shares new words with the children, such as 'fossils' and 'spikes', when looking at dinosaurs together. This builds up children's vocabulary. It also supports understanding of the world by broadening their experiences.
- The childminder ignites learning by taking children on trips in the local community. For example, after the visit to the fire station, the childminder created a fire house. The children learned what to do in an emergency. They ring the firemen, put out the fire and rescue people.
- Partnerships with parents are strong. She gains information about starting points and their interests. This ensures that attachments are secure and children move on easily into the setting. The childminder recognises when parents need support. For example, she offers tummy-time activities to develop neck muscles or oral health leaflets to support families to have healthy teeth.
- The childminder is very consistent with good-behaviour strategies. The childminder quickly adapts activities when children begin to want what others have. For example, if both children want the same book, she finds an alternative book on the same topic. However, children need to develop an understanding of feelings. This is so that they can learn how their actions have an impact on others and how it makes others feel.
- Children listen intently to the childminder and engage well. For example, during

a story about Halloween, she showed pictures on the iPad. These were of a Halloween party they had last year. This supports children's understanding about festivals, while creating a love of stories, as the story is relevant to real life.

- Children are very independent at the setting. The children pour their own drinks, get toys they want and feed themselves. The activities are led through children's interests and choices. This means children feel valued and important. They are more interested in the learning available, which means they develop more.
- Children learn through the variety of experiences they have. The children walk to the library and get the bus back. This supports the children's link with the local community. The children enjoy saying 'hi' to the familiar people on the bus. This supports the development of their social skills.
- The childminder covers the areas of learning through the children's interests. She builds on the moments of awe and wonder to support further development. However, opportunities to build on mathematics during activities are missed.
- The childminder has good links with other professionals. These include speech and language professionals, council officers and staff at local schools. The childminder keeps updated about what the children need in readiness for school. This means she is able to prepare the children for their next stage in learning. The childminder refers children for extra support. She works with multi-agency teams to ensure children have the services they need. This ensures that all children have access to a good standard of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about how to help children and families be safe. She confidently uses the information in practical situations to support families. The childminder ensures the setting is safe, secure and child friendly. The childminder knows what to do to protect children and the procedures to follow. She keeps her training refreshed and up to date, so that she has information on current practice. The childminder also shares information with parents about safeguarding. This helps everyone to put the safety of children first. Parents feel comfortable to come to the childminder for advice.

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 understand their own feelings, how their actions could have an impact on others and how it may make them feel
- include more mathematical concepts and language during children's play, to enhance children's mathematical development even further.

Setting details

Unique reference number	EY280247
Local authority	North Lincolnshire
Inspection number	10106286
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 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 March 2015

Information about this early years setting

The childminder registered in 2004 and lives in Scunthorpe. She operates all year round, from 7.30am to 6pm, Monday to Saturday, except for bank holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laurafay Muranka

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 provider and has taken that into account in her evaluation of the provider.
- The childminder spoke to the inspector about her 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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