

Childminder report

Inspection date: 21 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is warm and caring towards children. She talks to them in a calming manner. When children become tired or upset, she offers them comfort. This helps children to build positive bonds with her and to feel safe and secure in her care.

The childminder encourages children to share. She encourages older children to be positive role models for the younger children. She reminds younger children what is expected of them. As a result, children are kind to each other and help to tidy up their toys. When children occasionally struggle to remember to share or take turns, she gently reminds them and helps them to share out their toys. This helps children to learn about the behaviour that is expected of them.

The childminder understands children's individual needs and plans learning that helps them to make progress. For example, she helps children to start to develop their communication skills by repeating back the words that children say. This helps children to develop early vocabulary. The childminder shares books with children. She asks them what they think will happen next and what they can see on the pages. Later, children attempt to re-tell the stories they have heard. This helps children to develop a love of books and reading.

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

- The childminder takes account of children's prior experiences. She plans opportunities, such as, trips to parks and green spaces. This gives children opportunities to be outdoors and develop their physical skills.
- The childminder promotes number recognition. She encourages children to identify numbers and match them with the corresponding number of dots on cars. She supports children to make good progress in their mathematical development.
- The childminder teaches children how to do tasks that they are just learning to do. For example, Children try to put magnetic vehicles together. When children are unable get them to attach, she encourages them to try different ways and to keep on trying. This helps children to develop a sense of achievement and develop their confidence and independence.
- The childminder tunes into children's emerging interests. For example, children enjoy filling boxes and transporting items across the boxes. She provides them with more empty boxes and interesting items. This helps children to explore their emerging interests.
- The childminder consistently talks to and engages with children. She allows children to make choices in their play. She provides activities and resources that she knows that children will enjoy and engage with. This helps children to stay

focused and motivated to learn.

- Children are encouraged and to wash their hands before dinner. They get their own chairs and trays ready for lunch without being asked. The childminder supports them to develop their emerging independence.
- The childminder provides opportunities for children to develop their social skills. Children sit together and share stories about their family pets and their lives at home. The childminder asks them questions to help them to carry on their conversation together.
- Older children who are preparing for school are learning to share and to listen. The childminder supports this by providing opportunities for them to do so. She encourages and reminds them. However, she does not provide enough focused adult-led teaching to even further really focus on developing their critical thinking skills and extend their learning.
- The childminder supports parents to help their children to learn at home. For example, she talks to parents about how they can help their child to use the toilet independently. Parents say that they appreciate this and that it helps their children to make good progress in their learning.
- The childminder reflects on what she does well. However, she does not precisely focus on how she can develop her own teaching skills to plan more learning that supports each individual child to make even further progress.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- consider how you can provide more adult-led teaching so that you can focus on even further building the individual skills of children who are preparing to start school
- improve your own evaluation of your teaching skills to focus more precisely on the individual development of each child.

Setting details

Unique reference number	EY297761
Local authority	North East Lincolnshire
Inspection number	10346997
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	7 August 2018

Information about this early years setting

The childminder registered in 2004 and lives in Grimsby, North East Lincolnshire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Aimee Hill

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector viewed feedback from several parents during the inspection and took account of their views.
- 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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