

Childminder report

Inspection date: 29 July 2022

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

The provision is good

Children arrive happy and enthusiastic to begin their day. The childminder provides a loving and warm environment for the children. She is very caring towards them and has a kind and nurturing manner. Children show that they feel safe and secure as they develop strong attachments with the childminder.

Children behave well and play contentedly alongside each other. The childminder promotes positive behaviour by offering regular praise and encouragement to ensure children feel valued and respected. Older children are very considerate of the younger ones in activities, and enjoy helping them. Children understand expectations for behaviour and willingly help with tasks. For instance, they enthusiastically help to tidy away toys and resources, before moving on to the next activity.

Children demonstrate good levels of independence. For instance, they make choices about their learning, and select resources themselves. Children wash their hands before choosing and peeling fruit at snack times. Older children thoroughly enjoy the responsibility of undertaking tasks independently. The childminder successfully helps children to understand the importance of good health and hygiene, through conversations, activities and routines.

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

- The well-qualified childminder reflects on her practice and evaluates the effectiveness of her provision. She is committed to her ongoing professional development. For example, the childminder has completed training to strengthen her knowledge of children's emotional health and well-being. She shares this training with her families and children.
- The childminder arranges her home and resources effectively to ensure that children can make choices in their play. She has developed an ambitious educational programme for the children. She gathers useful information when children start at her setting. She uses this to put their learning in the correct order. However, occasionally, the learning environment is not suitable for all children to be able to fully engaged in the intended learning.
- Children go on regular trips in the local community and have many opportunities to socialise. They often go to local toddler groups, where they learn to interact with other children and take part in group activities. Children benefit from learning opportunities to explore the wider world around them and to broaden their experiences beyond their usual environments. For instance, they visit sculpture parks and zoos.
- Overall, the childminder promotes children's speech and communication skills well. Children frequently hear new words to develop their vocabulary. For

instance, the childminder introduces words, such as 'repel' and 'polar opposites', as children learn about magnets. However, on occasion, children are not effectively encouraged to have back-and-forth conversations with the childminder and with each other.

- Children develop a good understanding of numbers through planned activities that follow their interests. They explore and understand size, quantity and positional language. For instance, they are encouraged to count how many paperclips they can hang from a magnet. This supports children's understanding of mathematical concepts effectively.
- The childminder establishes good partnerships with parents and other childcare providers. As a result, children receive effective support and any additional help they may need. Parents comment that they feel involved in the setting and in children's learning. They say they are supported well by the childminder. They receive a detailed handover at the beginning and end of the day, to show how the children are developing.
- The childminder's educational programme offers children opportunities to play and learn outdoors. Children access experiences with confidence, excitement and determination. For instance, they develop the small muscles in their hands by using nets to scoop toy fish from the water tray. The childminder knows and understands the benefits of outdoor play to promote children's physical and emotional well-being.
- Children develop essential skills in readiness for school. They are keen and motivated learners. The childminder has close partnerships with other professionals and promotes continuity of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard the children in her care effectively. She understands wider areas of safeguarding, including female genital mutilation and the 'Prevent' duty. The childminder has completed relevant training in safeguarding and is aware of her roles and responsibilities. She can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised.

What does the setting need to do to improve?

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

- further develop good teaching practice by tailoring activities, to ensure all children can participate and benefit from the learning opportunities provided
- develop further, more effective ways to promote children's speaking skills and vocabulary to a higher standard.

Setting details

Unique reference number	EY303967
Local authority	North Lincolnshire
Inspection number	10117383
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	16 January 2015

Information about this early years setting

The childminder registered in 2005. She lives in Scunthorpe, North Lincolnshire. The childminder is open all year round from 6.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 her evaluation of the provider.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The childminder discussed her curriculum intentions to the inspector during the learning walk.
- The childminder and the inspector discussed their observations of the children together.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.
- Parents shared their views with the inspector through written feedback.

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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