

Childminder report

Inspection date: 30 March 2023

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

The provision is good

Children are happy and confident as they interact with the childminder and assistants. They enjoy reading stories with the childminder and singing songs together. Children love jumping up and down as they sing 'Sleeping bunnies'. Children confidently correct the childminder when she sings the incorrect words. They enjoy demonstrating how to sing it. Babies move their body in time to the music and smile at other children. They turn the pages of books by themselves, babble excitedly and lean in to look at the mirror in the book.

Children run and play outside. They notice that the chickens have laid eggs and ask the childminder to look. They role play with their friends in the playhouse outside and count the steps as they come down the decking. Relationships between the assistants and children are strong. They snuggle in for cuddles and ask the assistants to play games with them, such as 'snap'. Children wait their turn and say: 'Where would you like to go?' when they get into the play car.

The childminder has a clear vision for the future goals for children in her care. The focus is on communication and language. The childminder and assistants use stories and books to promote this development. Books are weaved into the themes that the childminder has created. Children access books independently and enjoy turning the pages. Children are very confident and enjoy singing and following action songs. Children develop excellent communication skills.

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

- Children's physical development is supported with outdoor activity. They jump on the trampoline and climb the ladder before using the slide. Children take it in turns to use the trampoline. They count the children because they know only two can use it at one time.
- Counting and numbers are repeated throughout the day. This builds children's mathematical knowledge and develops their skills through repetition. Children count the steps they take and the numbers in a storybook. They make connections between how many fingers make the numbers.
- The childminder and assistants are calm and nurturing with the children. They are patient and respectful towards the children. Children follow routines and instructions. They are polite and use their manners well. The childminder and assistants reinforce the use of manners as children learn. Older children take turns and work together with other children.
- The childminder evaluates practice with the assistants. They work together to put improvements in place and reflect on the day. Some COVID-19 practices have been kept. For example, parents drop off their children at the outside gate because they found it helps the children settle better. The childminder uses

questionnaires from parents and assistants to gain feedback about the provision.

- The childminder and assistants know the children well. They are able to explain children's next steps and the purpose for activities and resources. All staff work together to observe children and support their learning and development. However, the childminder completes unnecessary paperwork for assessments. She has not considered ways to eliminate this to enable her to focus on her good understanding of children's development.
- The childminder has some useful strategies in place for children who may need occasional support with their behaviour, such as the use of calm areas and sensory toys. However, sometimes, younger children struggle to share toys and become emotional. At times, the approach to manage these incidents is inconsistent. This does not consistently support children to understand their feelings and how their behaviours could impact others.
- Parents are all highly positive about the experiences their children have at the setting. They are very trusting of the service and the knowledgeable staff. They love how all backgrounds and beliefs are supported within the setting. Parents receive knowledge and information about their children's development. For example, they share words their children can say or understand.
- Assistants feel supported by the childminder. They appreciate that they are encouraged to extend their knowledge and experience through training opportunities.
- The childminder has good relationships with professionals and schools. This means information is shared between various agencies involved in the children's life.

Safeguarding

The arrangements for safeguarding are effective.

Children play safely without access to the upstairs or kitchen. They cannot access the outdoors until a member of staff can take them. The premises are secure, and a camera doorbell is used to see who is waiting to enter the premises. The childminder and assistants are knowledgeable about safeguarding issues. They know who to contact to make a referral regarding adults and children. They are confident with the indicators of abuse and local issues, such as county lines.

What does the setting need to do to improve?

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

- refine assessments of children's learning to support the good understanding of children's development
- consider how to support children's understanding of feelings and that their behaviours impact others.

Setting details

Unique reference number	EY313771
Local authority	North Lincolnshire
Inspection number	10276419
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	0 to 4
Total number of places	18
Number of children on roll	26
Date of previous inspection	14 July 2017

Information about this early years setting

The childminder registered in 2005 and lives in Winterton, Scunthorpe. She works all year round from 7:45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children. She works with two out of a total of five assistants at any one time. The childminder holds a childcare qualification at level 5, and two of her assistants hold a relevant qualification at degree level.

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to with the inspector during the inspection.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, assistants and children.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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