

Childminder report

Inspection date:

7 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy to see the childminder as they arrive. They quickly show they feel safe and settled, as they enjoy spending time with the childminder. Older children develop their communication and language skills, as they talk about the foods they are eating at breakfast. The childminder helps children to be curious, as she later asks children about how the butter can be spread on the warm toast. As a result, children begin to learn new concepts, for example, how butter melts. This challenge helps children to make the best possible progress in their learning.

Children enjoy the company of the childminder and of each other. They choose a book and snuggle in to the childminder to listen to the story. Children delight as they turn the page for the childminder and wait to hear what happens next. This helps children to develop their love of books and stories. The childminder explains how she has shared this love of reading with parents, to help them understand how important it is for children's early learning. Parents speak highly of the excellent support they receive from the childminder and how happy their children are in her setting.

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

- The childminder knows what she wants children to learn while they are with her. She plans learning experiences across the seven areas of learning, using children's interests. For example, she helps children to develop their physical skills as they roll, squeeze and squash the play dough. Children are excited to use their fingers to scatter the flour over the dough. This helps children to prepare for the next stage in their learning, as they develop their grip needed for holding a pencil.
- Children are learning the skills they need to play alongside each other and to share. However, the childminder does not consistently support children to understand their own feelings and actions. For example, when children do not share, they are not always supported to understand how this makes themselves or others feel.
- The childminder provides a range of opportunities for children to learn more about the world around them. For example, they regularly take trips to the local garden centre together. The childminder explains how they buy plants and watch them grow together in the garden.
- Children are rapidly developing their early maths skills and making good progress. For example, they show the number twelve using the counting resources. The childminder skilfully links this with the large clock, as children ask about the time. This helps children to further develop their understanding of numbers and how they can be represented.
- The childminder thinks carefully about the children's communication and

language needs. She models language to children as she reads with them. For example, when younger children listen to a story, the childminder names the animal and the sound it makes. This helps children to hear the correct pronunciation of words. They develop their skills further as they repeat words back to the childminder.

- The childminder observes children as they play. She assesses where children are in their learning and development. If there are any gaps in children's learning, the childminder seeks support from other agencies to help children to make the best possible progress. She works closely with parents to help them to support their child's learning further, at home.
- Parents comment on how comfortable they feel with the childminder. They explain how she helped them and the children to feel safe during the COVID-19 pandemic. As a result, children who started during COVID-19 have settled well and parents feel they have a strong relationship with the childminder.
- The childminder continues to prioritise her professional development. She identifies training which will help the children to make the best possible progress in her setting. For example, she is working with the local authority to access some communication and language training. She explains how this will help her to provide more targeted support for children's early speech development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands a range of possible signs and symptoms that indicate that a child may be at risk of harm. She explains some of the possible signs where a child may be being radicalised. The childminder knows the local safeguarding partnership procedures to follow, if she has concerns about a child's welfare. She confidently explains the reporting procedure in the event an allegation is made against herself or a household member. The childminder continuously checks the suitability of her premises. For example, she ensures any possible hazards are removed, to keep children safe.

What does the setting need to do to improve?

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

- further support children to better understand their own feelings and emotions, such as how their actions might make themselves and others feel.

Setting details

Unique reference number	EY315510
Local authority	North Lincolnshire
Inspection number	10263541
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	6
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2005 and lives in Brigg, North Lincolnshire. She operates all year round, from 7am until 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katherine Lakes

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 and children.
- The childminder and inspector discussed how the curriculum had been implemented, and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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