

Childminder report

Inspection date: 13 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children thrive in the dedicated care of the childminder and her assistant. They are embraced within a caring and nurturing environment that supports their developmental needs. Younger children learn to share and take turns. The childminder is quick to support children when they do not yet understand this. She models lovely manners and encourages children to copy these. This helps children to feel safe and secure.

Children are inquisitive as they explore the outdoor environment. For example, they find frozen water in a bucket. They remove the ice and examine the frozen leaves inside. Children follow the patterns of the frosted spider webs. They help to put up a bird house to protect the birds from the cold. Children learn to understand the natural world around them.

From a young age, children begin to develop their independence skills. For example, they select the resources which they want to play with. Children are confident to say if they do not want to join in with an activity. They wash their hands before eating and after going to the toilet. Children independently use cutlery when eating and drink from an open cup. They put on their coats and boots with help from the childminder. Children learn to be independent.

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

- Since the childminder's previous inspection, the childminder and her assistant have undertaken a wide variety of training to ensure that their skills and knowledge are up to date. For example, they have attended training on developing their curriculum. The childminder is now clear about what she wants to teach children and has started to implement this in her practice. However, she has not yet explored how this will build on what children of all ages already know and can do, to ensure they make more progress in their learning.
- Children are encouraged to develop a love of stories and songs. They are given a choice of two books for the childminder to read to them. Children make themselves comfortable as they prepare for their story. They listen and point out the robins in the book. Children repeat words after the childminder and recall their previous learning when they say the robin has a 'red breast'. When children prefer to count the robins in the story, the childminder changes the focus of the story to encourage children's observational and counting skills. Children make good progress with their communication and language development.
- Children learn to recognise the letters of the alphabet. For example, when the post person arrives, the childminder hands each child a letter. Children look for the letter that starts their name. Children look at pictures which they have drawn, pointing out the letter that the name starts with and recognising who the

pictures belong to. Children understand that letters form words.

- Children have many opportunities to develop their physical skills. For example, they help to wipe the frost from the slide. Children navigate the steps and slide down. They throw balls, with increasing difficulty, into the multiple holes in a frame. Children climb onto the chairs in the kitchen for lunch. Children make good progress in their physical development.
- The childminder provides opportunities for the children to explore their local area. For example, children visit the local garden centre, where they enjoy watching the fish. The childminder takes children on trips, which provide a wealth of learning opportunities and fun for children, such as to the beach. As a result, children learn about the world around them.
- The childminder supports and encourages her assistant to continue with her professional development. She offers regular discussions on her well-being to ensure that she is happy and confident in her work. Safeguarding and development discussions enable any concerns to be identified early and acted upon.
- Parents work well with the childminder. Children start when they are settled and parents are confident to leave them. Parents are kept up to date regarding their child's routines and development. They are aware of the skills or knowledge which the childminder is currently supporting their child with, so this can be continued at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have undertaken many safeguarding training courses since their last inspection. They have a good understanding of their roles and responsibilities to keep children safe. All relevant documentation and records are completed, including accident and incident forms. The childminder is clear about who she would raise any child protection concerns with. She understands the signs and symptoms that may indicate a child could be at risk of harm. The childminder or her assistant carries out a daily safety check prior to children's arrival to ensure that any broken resources or equipment are quickly removed.

What does the setting need to do to improve?

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

- continue to implement the setting's curriculum and ensure that this builds on what children of all ages already know and can do to ensure they make even better progress in their learning.

Setting details

Unique reference number	EY351458
Local authority	North East Lincolnshire
Inspection number	10254095
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 9
Total number of places	12
Number of children on roll	7
Date of previous inspection	7 July 2022

Information about this early years setting

The childminder registered in 2007 and lives in Grimsby. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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