

Childminder report

Inspection date: 6 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is outstanding

The childminder's home is a place of joy for children. Children thrive in the setting and are treated as if they were part of the family. Their play space is thoughtfully considered to enable them to easily access the toys and resources which they would like to use and to motivate them to learn.

Children take ownership of the games they play. They tell the childminder the rules of a jumping competition outdoors. Children take pleasure in comparing the patterns that water makes as it spills on the ground outside. They shout gleefully as they aim when throwing water onto a target wall. After their games, children happily help to tidy and clean up their play area. Children feel a sense of achievement when the strawberry plants that they have grown bear fruit for them to wash and eat, which they do with great pride.

When children have not left their parents before, the childminder works intuitively and closely with the whole family to put together a bespoke package of settling-in sessions. She builds up the length of visits for the child. This helps children to be fully secure when left. The childminder learns words in children's home languages to provide comfort and familiarity.

Children care for each other and the environment. As they prepare their own snack, older children support younger ones to learn new words. They laugh together and speak kindly to each other. When children are learning to share with their friends, the childminder supports them, explaining that it will be their turn again soon.

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

- The childminder has high-quality conversations with children. She expects them to talk as much as possible. Children ask questions, explain how they are feeling and share rules for the games they make up. They listen well to instructions, to stories and to each other. Children make exceptional progress in their communication and language.
- Respectful relationships exist between all children and the childminder. Older toddlers use the words 'please' and 'thank you' as a matter of course. The childminder provides attractive storybooks to support children to learn about the differences between families, such as those made up of two mummies, or two daddies.
- The curriculum is ambitious. The childminder mixes high-quality play with adult-planned activities to ensure that no part of a child's important education is excluded. In addition, she offers children visits to well-chosen external groups to offer them creative and social experiences, and to complement their curriculum

very well. The childminder uses the opportunities during walks on the school run for children to spot different types of vehicles and notice their colours.

- Children are very well prepared for the next step in their education. They attempt to dress themselves independently, putting on their own shoes and trousers. Children choose the resources that they need to carry out their meaningful tasks. For example, when children tend to the strawberry plants which they have grown, they know how to access the gardening gloves and water tools independently.
- Children develop a very good awareness of how to keep themselves healthy. They use their own toothbrushes and enjoy playing games to help them learn how to brush their teeth well. Children use knives safely from a young age to cut their fruit for snack. After they have eaten, they put their own plates in the dishwasher. Children wash their hands at all key points in the day, such as after toileting, gardening and before preparing food.
- The childminder has a considerate settling-in procedure to support babies who have not previously been looked after by adults outside their families. She takes opportunities to support parents with sleeping and feeding routines. Parents speak highly of the childminder's vast knowledge and feel completely at ease leaving children with additional health conditions with her.
- Parents receive information regarding their children's learning and development at extended handover times. This ensures that parents feel well informed about their child's progress and next steps in learning. It also enables them to give their own feedback to the childminder about the service which she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding. She takes this part of her role very seriously, taking extra refresher courses to enable her to keep very knowledgeable in this area. The childminder looks beyond the children in her immediate care, taking care to notice signs in the wider community that children may be at risk of danger. The childminder's home is clean and is a very safe space. The garden is completely secure. Surfaces are wholly appropriate for children's developing physical skills. The childminder teaches children to manage risk through teaching them how to use knives and tools safely.

Setting details

Unique reference number	EY356115
Local authority	North East Lincolnshire
Inspection number	10117425
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 July 2015

Information about this early years setting

The childminder registered in 2007 and lives in Grimsby. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Lucy Patrick

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 inspector viewed the provision, and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- 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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