

Childminder report

Inspection date: 6 February 2020

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

The childminder is kind and caring. She provides a warm, welcoming and homely environment for children and they settle well into her care. Children form close attachments to the childminder and this helps them to feel safe and secure. The childminder encourages language and conversation through play and children quickly develop a wide vocabulary. For example, when a child shows interest in ducks, the childminder skilfully develops conversation. She talks about the sounds they make, which the child excitedly repeats. Children acquire new skills as the childminder routinely counts and uses numbers and colours during everyday conversations. Plenty of praise is offered, which encourages children's good behaviour and develops their self-esteem. Children are able to easily reach toys stored in the playroom, enabling them to make independent choices about their play. They are busy and thoroughly enjoy the wide range of stimulating toys and resources that the childminder provides. For example, children investigate the musical instruments and are fascinated by the sound the drum and the xylophone make. They show great perseverance for their age, working out how to create a sound from the harmonica. They show both surprise and absolute delight when they are able to achieve this.

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

- The childminder knows the children extremely well. She gathers detailed information from parents to identify children's starting points. She has a secure understanding of what children know and can do, and what they need to learn next. The childminder links this knowledge with her in-depth understanding of children's interests to provide a rich, engaging and broad curriculum that encourages all areas of learning.
- The childminder uses her knowledge of children's interests and enthusiasms to progress their learning effectively. For example, children have fun visiting various places of interest, such as local parks, woodland walks and soft-play facilities. Children's social development is promoted well by the childminder. They attend childminding groups, where they are able to mix with other children, and visit the local care home and participate in sing-along sessions. This helps to support children's developing understanding of the wider world and the similarities and differences between themselves and others.
- Children are confident and relaxed in the childminder's care and freely explore their environment. They behave very well. The childminder establishes clear boundaries and has a positive approach to helping children understand what is expected. Overall, children are encouraged to develop independence appropriate to their age and stage of development. However, some opportunities are missed to move children on who can do more for themselves.
- The childminder shows skill in supporting children's speech and language

development. She displays effective listening skills and expands children's vocabulary by introducing words that relate to their play. She provides constant commentary and gives children time to respond.

- Young children show an eagerness to learn and tackle challenges, such as completing inset puzzles. The childminder helps children with shape sorters, talking about the colours and shapes. Children move the different shapes around and persevere to place them into the correct hole. The childminder takes every opportunity to introduce counting as children play. This helps children to develop their early mathematical understanding effectively.
- The childminder works in partnership with parents and other professionals. Parents are regularly kept up to date with children's learning and development. They speak very favourably of the childminder's good-quality care and the learning she provides for their children. However, the childminder has not fully explored different ways to share ideas with parents in order to further support their child's learning at home.
- The childminder encourages kindness and positive behaviour by promoting the development of social skills and helping children to understand the rules in the home. She follows good hygiene routines that ensure children stay healthy and free from the risk of cross infection.
- The childminder reflects actively on the quality of her practice and takes effective action to further improve the outcomes for children. She is qualified, experienced and knowledgeable about children's development. The childminder continues to build on her knowledge and skills through training, carrying out her own research and meeting with other childminders to share good-practice ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge of the signs that may indicate that a child is at risk of abuse or neglect. She has attended safeguarding training to improve her knowledge. This includes wider safeguarding issues, such as children being drawn into extreme situations. The childminder fully understands the procedures to follow should she have any concerns. She is vigilant in making sure that the premises are safe and well maintained. The childminder assesses potential risks, when taking children on outings, to keep them safe and secure at all times.

What does the setting need to do to improve?

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

- enhance ways used to share ideas with parents to support them further in guiding their children's learning at home
- provide consistent opportunities for younger children to develop, practise and extend their independence skills.

Setting details

Unique reference number	EY358044
Local authority	North East Lincolnshire
Inspection number	10073950
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in Grimsby. She cares for children all year round from 7.30am to 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. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents and children from the written feedback provided.

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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