

Childminder report

Inspection date: 31 January 2025

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 places developing children's independence, confidence and self-esteem at the heart of this setting. She supports children to develop the skills they need to move on to school. For instance, the childminder reinforces the expectations for their behaviour consistently. This results in children from a young age understanding these and thriving. In preparation for outdoor play, children find their outdoor shoes to put them on themselves. The childminder teaches children the skills they need for self-care. Children learn to share as they wait for their turn when playing with resources. The childminder praises children for taking turns and is a good role model. She speaks to children with respect and values their ideas, which encourages them to do the same to others. Children's behaviour is good.

Children are very happy and independent learners. They smile and laugh throughout the day. Children confidently choose resources in the setting. The childminder sits alongside children to support their play. Children respond positively to the childminder's calm, warm and nurturing manner. They are ready to learn. The childminder has high expectations for children's learning. She provides children with good opportunities to develop their knowledge of the world around them. For example, children learn about different festivals and cultures. The childminder takes children to the shop to buy chopsticks. Children develop perseverance as they learn how to use chopsticks. They learn how to grow plants from seeds. Children talk confidently about the decomposing of fruit as they observe it over weeks. They learn about recycling and how to look after the community. Children are excited to engage.

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

- The childminder introduces rich language and engages consistently in conversations with all children. She speaks clearly and extends her sentences to increase children's vocabulary. However, at times, the childminder does not focus the curriculum strongly enough for children who struggle with their pronunciation of early language. This results in children not consistently learning the correct pronunciation of words.
- Children develop their memories, such as through repetitive songs and rhyme. They listen to and excitedly join in copying a wide range of actions. Children take turns to choose their favourite song and share finger puppets. They develop social skills. The childminder designs the curriculum to help children to remember what she teaches them.
- Children have exciting opportunities for physical development. The childminder teaches children how to throw and catch balls. Children develop their hand-eye coordination, such as as they learn how to play swing ball. The childminder creates obstacles courses for children to weave in and out of. Children balance

bean bags on their head and climb through hoops to complete the course. They are excited as they race up and down the garden in sacks. They develop coordination and large muscle skills.

- The childminder places a strong emphasis on mathematics. For example, she encourages children to count steps when climbing the stairs and spots on ladybirds. She supports children to learn about height and colours as they build with coloured bricks. The childminder teaches children about size as they compare shapes in play dough. Children learn the early mathematical skills they will need for their move on to school.
- Children develop their critical thinking. They show good concentration as they push and connect construction pieces. Younger children twist and turn small body parts as they assemble a plastic head. They push arms, legs and eyes into the holes. The childminder asks thoughtful questions during children's play. She encourages children to think and explain what they are doing. Children develop their small muscle skills as they do so.
- The childminder has processes in place for the early identification of children with special educational needs and/or disabilities (SEND). She completes and reviews assessments in a timely manner. The childminder uses strategies, such as 'now and next', to communicate the routine to children. She has good knowledge on appropriate referrals and early intervention. Consequently, children with SEND make good progress.
- Parents and carers report that communication sharing is good. The childminder shares information with parents at drop-off and collection times. She shares information with parents about what their children are learning and how their day has been. However, the childminder does not share focused information on how parents can extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide opportunities in the curriculum to focus on children learning the correct pronunciation of words
- strengthen partnerships with parents to share more focused information about how they can continue their children's learning at home.

Setting details

Unique reference number	EY360193
Local authority	North Lincolnshire
Inspection number	10376059
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 2007 and lives in Scunthorpe. She operates during term time, from 7.30am to 6.15pm, Monday to Friday. During the school holidays the childminder operates from 7.30am to 6.15pm, Monday to Friday. She holds a relevant childcare qualification at level 3 and provides government funded childcare.

Information about this inspection

Inspector
Jackie Ward

Inspection activities

- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.

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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