

Childminder report

Inspection date:

17 July 2024

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder and her assistant have the highest expectations and aspirations for children. They work in very close partnerships with parents to ensure that children thrive and succeed. The childminder plans the curriculum to provide exactly the right levels of challenge for children's different ages and stages of development. She fully supports and extends children's learning and care needs through her excellent teaching skills.

Children display much consideration and kindness for each other. The older children fully involve the youngest in their games. Children happily take turns when playing with the most popular resources, such as the bicycles and cars. They demonstrate much joy and energy as they play together. Children listen to each other and fully collaborate as they act out stories, often based on books they know. Children's behaviour is exemplary.

Children demonstrate an excellent understanding of how to keep themselves safe and healthy. They ask the childminder if they need sunscreen before playing outside. Children explain to visitors that the parasol in the garden provides shade from the sun. Even the youngest children navigate the different levels in the garden with care and confidence. Children know that they need to drink enough water to keep themselves hydrated, especially on a hot day.

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

- The childminder has created an exciting and dynamic curriculum intent that inspires children. She knows precisely what are the key skills and knowledge children need to master to support their future learning. Children are confident and powerful learners who achieve excellent outcomes.
- The childminder and her assistant are a strong and professional team. They are highly skilled in their roles and demonstrate an incredible commitment to meeting children's care and learning needs. The childminder and her assistant work closely together to evaluate the quality of the curriculum and discuss how to enhance children's learning even more. The childminder's assistant is very well supported in his role.
- The childminder carefully plans and organises resources and space in her setting to promote high-quality play. Children know where to access the resources they want to use. They become deeply involved in their independent play, consistently demonstrating high levels of concentration and motivation.
- Children are extremely articulate communicators. The childminder and her assistant read stories, sing rhymes and engage in meaningful conversations with children throughout the day. They model language very well and give children time to share their thoughts and ideas. Children very much enjoy the planned

and spontaneous story sessions. They listen intently and excitedly join in with familiar phrases from their favourite stories.

- The childminder promotes children's understanding of their own community and the diversity of the modern world effectively. She takes children on visits to local amenities. The childminder has invested in a range of quality resources, such as books and props, that help children to gain a greater understanding of the wider world. Children learn about the importance of treating others with kindness and respect.
- Parents hold the childminder in high esteem. They know their children are very happy and are excited to attend the setting. Parents praise the childminder's professional and child-centred approach. The childminder keeps them very well informed of their children's achievements over time.
- Children are fully involved in the daily plans. The childminder builds flexibility into the daily routine to accommodate children's needs and wishes. She swiftly responds when children tell her they want to play outside or they need some help. Children learn that their views and requests are valued, which strongly supports their self-esteem and confidence.
- The childminder provides superb levels of support for children who are going to make the transition from her setting to school. She talks to children about the new and exciting challenges to come. Children are keen to show visitors their 'school book' that contains photos of the teachers and the school building. They remember the names of the teachers and confidently recall the places in school they have visited in recent weeks.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY394894
Local authority	North Lincolnshire
Inspection number	10351636
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	12
Number of children on roll	20
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Barton-upon-Humber, North Lincolnshire. She operates all year round, from 7.30am until 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 works with an assistant.

Information about this inspection

Inspector
Rose Tanser

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder discussed her curriculum intent with the inspector and what she wants children to learn.
- The inspector spoke to parents and took account of their views of the childminder's setting.
- The inspector observed interactions between the childminder, her assistant and the children during the inspection.
- The childminder provided evidence that required policies and procedures are in place.
- The inspector spoke to the childminder's assistant and the children present at appropriate times during the inspection.

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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