

Childminder report

Inspection date: 6 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop strong relationships with each other and with the childminder. This gives them the confidence they need to explore their environment and make good progress in their learning and development. For example, children confidently choose their own play. They concentrate well when using tweezers to pick up pom-poms and feed them to a box-model monster. They are developing their small-muscle skills. The childminder knows that this will help them to develop the skills they need later when learning to write.

The childminder talks to parents about their children's experiences at home. She takes children to visit local parks, farms and other places of interest. This helps to widen children's life experiences. Children help the childminder to care for the plants in the garden. They learn that plants need water to grow. The childminder encourages children to rub the different leaves and smell them. She explains that some smell like 'tomatoes' and others smell like 'toothpaste'. Children are highly engaged in the activity. They learn about the world around them and develop their vocabulary.

In response to the COVID-19 pandemic, the childminder made several changes to her procedures, to further reduce the risk of the spread of infections. This includes parents not entering the setting. She uses numerous communication methods to ensure a good partnership with parents is maintained.

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

- The childminder has a clear vision for what she wants children to learn. She talks to parents and observes children to find out what they can do. She uses her good knowledge and understanding of child development to plan interesting and engaging activities, that support children to make good progress. As a result, children are ready for their next stage in learning.
- The childminder skilfully adapts activities so that they meet the varying needs of the children attending. For example, during a ball game intended to improve children's listening and attention skills, she adapts the amount of time children must wait according to their abilities. This means that activities offer children the right amount of challenge.
- The childminder supports children's communication and language development. She introduces new words to them when playing, and through songs and stories. She brings stories to life as she reads to children. They listen intently and join in with repeated phrases such as 'huggle buggle bear'. They enjoy singing with the childminder. They spontaneously sing when playing. As a result, children make good progress in their understanding and expressive language skills.

- The childminder consistently reinforces her high expectations for children's behaviour. She reminds them of the rules. For example, 'We go up the steps and down the slide.' Children respond promptly to her instructions. Children tell each other, 'We have our own, but we can share.' Consequently, children's behaviour is very good, and they are ready to learn.
- Children are developing their independence. When they sneeze, they know they must 'catch it'. They get a tissue and wipe their nose. The childminder reminds them to clean their hands. Children try hard when it is difficult to pull up their sleeves. They say, 'I did it,' and the childminder praises them. This helps them to develop their self-confidence. Sometimes, the childminder does things for children that they could do for themselves. This includes serving them food and pouring their drinks.
- Parents report having good communication with the childminder. She talks to them about their child's day when they arrive to collect them. The childminder provides a book for written communication between home and the setting. She shares detailed learning records with parents. The childminder helps parents to share and support their children's learning at home.
- The childminder attends regular training and completes independent research. This helps her to keep her own knowledge and understanding up to date. She asks parents for regular feedback and evaluates her own practice. This means that the quality of care and education she provides is continually improving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children learn about how to keep themselves safe. For example, when walking to school, she talks about road safety. When they get to the crossing, children tell the inspector, 'We have to wait for the green man.' The childminder has good knowledge and understanding of safeguarding issues. She is able to outline a range of the signs and symptoms of possible abuse. She understands the correct procedures to follow if she has any concerns about the children in her care. She knows what to do if an allegation is made against her or any household member.

What does the setting need to do to improve?

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

- further develop good practices for supporting children's independence by extending this to mealtimes.

Setting details

Unique reference number	EY396251
Local authority	North East Lincolnshire
Inspection number	10071704
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 October 2015

Information about this early years setting

The childminder registered in 2009 and lives in Cleethorpes. She operates all year round, from 8.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Miall

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 childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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