

Childminder report

Inspection date: 4 March 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 provides a well-organised, bright and spacious home-from-home environment. She prioritises children's emotional security, and values this as a foundation for effective learning. Children clearly feel safe and happy. Their joyous and industrious personalities shine through as they play and explore. Children confidently access the good-quality resources and play cooperatively with each other.

The childminder has appropriately high expectations of all children. Children demonstrate kind and tolerant attitudes towards each other. Their behaviour is good and they benefit from the clear examples shown by the childminder, who is a positive role model.

Children laugh and giggle as they interact with each other and adults. Their inquisitive natures are evident as they investigate the interesting toys and equipment and stimulating learning spaces. Children experiment as they push a large ball down a slide. They shout excitedly when the ball gets stuck and think for themselves how to free it.

Children settle quickly on entry to the setting. The childminder ensures that she gathers as much information as possible from parents and any relevant agencies when children first start attending. This means that she knows and understands each child thoroughly, and meets their unique needs well.

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

- Children extend their vocabulary during daily singing and rhyming activities. The childminder motivates them to join in with discussions during group activities. She uses descriptive language to describe the squelching and dripping sensations that children feel as they explore materials using all of their senses.
- The childminder works effectively with other early years professionals and with parents overall. Parents comment appreciatively about the childminder. However, the childminder does not yet routinely seek their opinions of the service she provides. This means that parents have limited opportunities to contribute to the childminder's process of self-evaluation.
- The childminder swiftly addresses children's personal care needs, such as nappy changes. She provides year-round use of the inviting and stimulating outside area. Children refine their physical skills as they use the outdoor climbing frame, ride-on toys and play in the sand pit. They benefit from healthy and nutritious snacks and meals. Children are willing to try foods that they are not used to, and look forward to the meals provided.
- Children demonstrate respect and affection for each other. They are confident, try hard and persevere. Children are confident in social situations and understand why rules and boundaries are important. The childminder uses praise and encouragement as a strategy to help promote their emotional well-

being.

- Children enjoy time spent looking at multicultural resources. They learn about diverse communities, religions and cultures in a way that inspires them. Children enthusiastically talk about their own families, their home life and people who help us in the community. They develop the skills they need for their future success.
- The childminder skilfully supports children to develop their knowledge across all areas of learning. Children extend their understanding of quantity as they have fun putting soil into metal bowls in a 'mud kitchen' outside. They talk about how full containers are, and count the scoops it takes to fill bowls. Children display deep concentration as they pour a cornflour-and-water mixture inside silicone moulds. They are motivated and curious learners.
- The childminder is responsive to children's individual requirements. She provides an inclusive environment that meets the needs of all groups of children. This includes children with special educational needs and/or disabilities and those receiving funded early education.
- The well-qualified childminder uses her expertise and knowledge to help support children's continued good progress. However, she has not focused sharply on consistently building her professional knowledge of how children learn and develop. As a result, the quality of education is not yet at the highest possible level. The childminder's good organisational skills ensure that she completes all mandatory training in good time. She uses regular network meetings to help keep up to date with any changes to safeguarding practice within the locality.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedure she must follow in the event that she has concerns for a child's welfare. She recognises the possible indicators of abuse and neglect. The childminder checks all visitors' identification on entry and ensures that the setting is kept secure at all times. She conducts robust risk assessments, which she uses to help her identify and minimise potential hazards to children. The childminder ensures that all medications and cleaning equipment are kept out of reach of children. She continually supervises children well. Her constant vigilance contributes to children's safety and well-being.

What does the setting need to do to improve?

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

- provide parents with more opportunities to give specific feedback on the service they receive
- enhance the quality of teaching to the highest possible level through a programme of highly focused continual professional development.

Setting details

Unique reference number	EY402257
Local authority	North Lincolnshire
Inspection number	10065067
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 February 2016

Information about this early years setting

The childminder registered in 2010. Her hours of opening are Monday to Thursday, from 8.30am to 5pm, all year round except for family holidays and bank holidays. The childminder holds a relevant level 3 childcare qualification. She provides funded early education for three-year-old children and works with another childminder.

Information about this inspection

Inspector
Karen Tyas

Inspection activities

- The inspector observed the quality of teaching, both indoors and outside, and considered the impact this has on children's learning. She also held a discussion with the childminder about her continued professional development.
- The inspector conducted a joint observation with the childminder, and discussed her learning aims for children.
- During a learning walk, the childminder explained to the inspector how and why she plans the curriculum she provides for children.
- The inspector spoke to parents, and took account of feedback provided for the purposes of inspection.
- The childminder provided the inspector with samples of her written records, including policies and procedures.
- The inspector checked evidence of the suitability of all adults living and working on the premises.

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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