

Childminder report

Inspection date:

26 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are excited to attend the setting. They enter cheerfully and are pleased to see the childminder, which shows the secure relationships they have formed. In the garden, children develop important physical skills as they jump on the trampoline and explore ride-on toys. They learn about nature as they dig in the vegetable patch, plant seeds and enjoy filling and emptying flowerpots. These experiences help children build coordination, confidence and an early understanding of the natural world.

Indoors, children access a wide range of resources that are regularly rotated to spark their curiosity. The childminder plans activities around children's abilities and interests. For example, children explore tractors and farmyard animals, complete animal jigsaw puzzles and are encouraged to persevere when challenges arise. This supports their problem-solving skills and resilience.

Children benefit from regular outings to the library, park, local playgroup and post office. These opportunities broaden their experiences, strengthen social skills and help them to understand the community in which they live. Parents are kept well informed about their children's learning and progress, which ensures consistency between home and the setting and supports children's well-being.

The childminder and her staff model and promote positive behaviour. Children learn to take turns, show kindness and support one another. Older children guide their younger peers by demonstrating how to use tools and care for plants, which fosters responsibility, cooperation and strong friendships.

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

- The curriculum is strengthened by the childminder's knowledge of the children. She plans the environment and activities based on children's individual needs, abilities and interests. This ensures children remain engaged and motivated, while also supporting their individual progress and development.
- The childminder builds warm and positive relationships with parents. For example, she shares regular updates about children's learning and progress through daily conversations and photos. This helps parents feel involved and reassured and ensures children experience consistent support between home and the setting.
- The childminder knows how to support children with special educational needs and/or disabilities. For example, she works closely with parents and uses advice from other professionals to adapt activities and put supportive strategies in place. This means all children make good progress.
- The childminder supports children's health and independence well. For example,

she gives parents advice on healthy packed lunches and provides well-balanced, home-cooked meals at teatime. This helps children to eat well and learn about healthy choices.

- The childminder supports children's language development. For example, she helps younger children learn new words by naming objects in their play. Older children would benefit from more opportunities to be introduced to new vocabulary during conversations and activities to extend their language even further.
- The childminder is committed to her professional development. For example, she takes part in regular training and uses what she learns to improve her practice. This means children benefit from up-to-date teaching and care that supports their learning and well-being.
- The childminder is reflective and is dedicated to improving her own practice. She has completed a wide range of courses to keep her knowledge up to date with the most recent guidance. This means she can provide children with safe, high-quality care and learning that reflects best practice.
- The childminder assesses children's learning and development and recognises areas where they need more support. She plans activities and strategies to target support for children and shares ideas to support learning at home with parents. This means children get consistent support at home and in the setting, helping them to make good progress.
- The childminder and her staff set clear boundaries and support children to learn important social skills, such as turn taking and caring for each other and the environment. They remind children to share resources and encourage them to tidy away toys after play. This helps children to build respect, cooperate well with others and develop a sense of responsibility.

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:

- Extend children's communication and language skills by introducing new vocabulary, particularly for the older children as they prepare for their next steps in education.

Setting details

Unique reference number	EY413007
Local authority	North Lincolnshire
Inspection number	10408255
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Barton-upon-Humber. She operates from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Briani Morris

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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