

Childminder report

Inspection date: 12 April 2023

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 form secure relationships with the childminder, who is kind and gentle. She has high expectations for children's behaviour and promotes clear boundaries and good manners. As a result, children behave well. Children seek comfort and reassurance from the childminder when they need support. The childminder knows children well from the start. For example, she finds out from parents about their children's routines, interests and abilities. The childminder uses this information to plan for children's individual learning. The childminder's observations and knowledge of children helps her to support them to make good progress in their learning. She is clear about what she wants children to learn.

A child-centred, play-based approach is at the heart of this childminder's provision. Children are happy and enjoy their time at the setting. They are confident to lead their own learning and make choices about what they want to play with or do. For example, younger children play with peg boards which help to develop their finer physical skills. They explore oil timers and enjoy hiding in a den set up by the childminder.

The childminder helps children to understand about leading a healthy lifestyle. For example, they grow fruit and vegetables from seeds and eat them as a snack. The childminder ensures that children's packed lunches are healthy, and provides children with healthy snacks, such as fruit. Children spend a great deal of time outside in the childminder's spacious garden, at parks and in local woods. They develop a love of nature. The childminder ensures children have frequent opportunities to socialise with other children.

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

- The childminder supports children's emerging communication and language skills well. She talks with children as they play, naming objects and asking them questions to encourage them to speak. Children form strong bonds with the nurturing childminder. They invite her to join their imaginary play and make her a 'cup of tea'.
- The childminder supports children to be independent. For example, she helps them to learn how to put their own wellington boots and coats on, for outdoor play. Children are encouraged to feed themselves and wash their hands. These skills help to prepare children for their eventual move on to school.
- The childminder helps children to learn about different festivals and celebrations and to understand the diverse society they live in. For instance, children take part in activities to learn about Easter and Chinese New Year. Children's oral health is promoted well. For example, children explore plastic sets of teeth and enjoy cleaning them. The childminder explains the importance of keeping teeth

clean.

- Children are supported to develop their early writing skills. For example, they make marks on a chalkboard in the childminder's garden. The childminder provides opportunities for children to develop their understanding of mathematics. For example, children identify colours and count coloured pegs as they make patterns in peg boards.
- Relationships with parents are well established. Children benefit from this shared approach, which helps them to be successful. Parents report positively about the childminder's reliable and professional attitude. They appreciate her guidance and advice. However, there are not enough opportunities to share information about children's developmental needs to help better support children's learning with other settings that children attend.
- The childminder maintains a good standard of care and education for all children. She attends statutory training, such as first aid. This helps the childminder to know how to deal with accidents or injuries. The childminder explains how she regularly networks with other childminders to keep up to date with early years practice and to get new ideas for activities. However, the childminder is yet to fully reflect on her practice to identify areas for professional development to promote even better outcomes for children who attend.
- The childminder completes daily safety checks and risk assessments. This helps to ensure that resources and the environment are safe for children. Children demonstrate their knowledge of how to use knives safely, under the close supervision of the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with changes in child protection legislation by completing mandatory training. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She understands her role to keep children safe and the procedures to follow should she have any concerns. The childminder is considerate of younger children's safety. For example, she ensures that children understand how they should behave when around her friendly family dog.

What does the setting need to do to improve?

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

- improve ways of information sharing about children's developmental progress with other professionals who also care for children, to further support children's learning needs
- strengthen procedures for self-evaluation even further to identify areas for professional development and promote even better outcomes for children.

Setting details

Unique reference number	EY413128
Local authority	North East Lincolnshire
Inspection number	10263548
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2010 and lives in Humberston. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She provides free early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 4.

Information about this inspection

Inspector

Kerry Holder

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 their evaluation of the childminder.
- The inspector observed an activity and evaluated this with the childminder. She held a number of discussions with the childminder and spoke to the children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household and insurance.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

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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