

Childminder report

Inspection date: 6 May 2025

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 works closely with parents and carers from the start. She asks them about their children's care and learning needs, as part of her flexible and child-centred induction arrangements. The childminder uses this information to ensure children's transitions from home into her setting are successful. Children happily settle into the daily routines that the childminder carefully plans around their individual needs. They quickly form strong emotional bonds with the childminder.

Children show much independence as they explore their surroundings. They enjoy playing with the good range of resources, inside and in the garden. Children are confident to express their thoughts and ideas. The childminder is responsive to children's requests, for example, when they say they want to play outside. Children learn that their views are important, which strongly supports their self-esteem.

The childminder plans a curriculum that sets high aspirations for all children. She ensures that children have a strong foundation for their future learning. Children demonstrate a love of learning and are very curious as they play and explore. For example, they discover the special properties of magnets, observing how they attract certain objects. Through their investigations, children learn about the properties of different materials and media.

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

- The childminder is a good teacher, who understands how to plan for children's individual needs. She plans times during the sessions to focus on children's next steps in learning. The childminder ensures that children also have time to follow their interests and initiate their own play ideas. Children make good progress from their starting points in development.
- The partnerships with parents are strong. The childminder keeps parents informed about their children's achievements and offers support for their children's learning at home. Parents value the good levels of care and education their children receive. They comment on the wide range of activities the childminder plans. Parents know their children are happy and safe, which provides them with much reassurance.
- The childminder reflects on the impact of her plans for the curriculum in meeting children's care and learning needs. She seeks feedback from parents to ensure that her provision meets the needs of families. However, the childminder has not recently focused on her own professional development, to identify opportunities to enhance her provision and practice further, as part of her self-evaluation process.
- The childminder teaches children new words as they play games together. For

example, children learn the names of unfamiliar sea creatures while playing a fishing game. The childminder points out specific features of the animals, such as the flattened heads of hammerhead sharks, to help children to remember. She is very responsive when children want to read their favourite stories and sing rhymes. Children develop strong language skills over time.

- Children become very involved in their imaginative play. For example, they say they are going to make soup, using the toy food. The childminder makes sure that there are enough resources for children to develop their ideas. When children tell her the soup is ready and it is very hot, the childminder suggests that children might need to use the oven gloves. She supports children's creative thinking skills really well.
- Children learn about ways to support their good health. The childminder teaches them about the importance of a healthy diet and brushing teeth to promote their oral health. Children enjoy the many opportunities they have to be physically active, playing in the garden or going to local parks. They recall that they need to wear hats and have sunscreen applied when they are playing outside on sunny days.
- Children demonstrate friendly behaviour towards others. The older children are very caring towards the youngest and fully include them in their play. The childminder teaches children how animals need to be looked after, such as the family pets and the ducklings they have seen on a recent walk. Children show much awareness of the importance of caring for all living things.

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:

- strengthen the process of self-evaluation further, through identifying appropriate opportunities for professional development, to continue to develop and enhance the quality of practice and provision.

Setting details

Unique reference number	EY461154
Local authority	North Lincolnshire
Inspection number	10392752
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	6
Number of children on roll	10
Date of previous inspection	3 October 2019

Information about this early years setting

The childminder registered in 2013 and lives in Scunthorpe. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2. She offers the government funded places for childcare.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed how the childminder organises her early years provision, including her curriculum intent.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read recent parents' testimonials to gain their views on the childminder's setting.

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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