

Childminder report

Inspection date: 28 April 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder has identified an ambitious curriculum for all children as she supports every child to achieve to their full potential. She creates a child friendly, enticing environment, where each child is provided with effective support so that they thrive. Children with special educational needs and/or disabilities (SEND) are promptly identified through the childminder's robust observational assessments. The childminder proactively works with parents and other professionals, providing targeted interventions and making timely referrals when necessary. This enables the childminder to support children with SEND to catch up with their peers.

Children actively engage in a wide range of purposeful learning experiences. The childminder and the assistants work seamlessly together as they ensure that every child is supported in line with their individual needs and abilities. They enthusiastically introduce new play experiences, which motivate children's active learning. For example, children's awe and wonder are successfully promoted when a story sack is introduced to them. The exceptional teaching skills result in children becoming immersed in the story as they sit, listen and recall familiar words and phrases.

The childminder provides lots of opportunities for children to learn how to keep themselves healthy and safe. Children learn safety rules and boundaries to remain seated when they use the safety knife to chop real fruit and vegetables in the mud kitchen. The childminder reminds children how to hold scissors safely when they transfer these from one area to another. The childminder sings a tooth brushing song each day and holds discussions with children, as she raises their awareness of developing good oral hygiene routines.

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

- The childminder oversees her assistants' practice and performance. She offers constructive feedback and supports their continuous professional development through ongoing training and reflective practice. The childminder is committed to enhancing her own knowledge and skills through training and networking with other early years providers. This helps her to keep up to date and maintain high standards.
- Children are encouraged to increase their vocabulary as they learn to communicate effectively. The childminder naturally adapts her approach to ensure that each child's language skills are supported in line with their abilities. She continually narrates as children play, creating a language-rich environment. Children then begin using new words in the correct context. For example, when filling containers with water, children comment how the water is getting higher. They then correctly express when it begins to overflow. The childminder is

exceptionally skilled at using thought-provoking questions, which encourages children to think and respond.

- The childminder shares a wealth of information with parents to support children's care, learning and development. This includes detailed information on children's next steps for learning. Story sacks and learning at home packs enable every child to access the full curriculum. The childminder proactively shares information with parents about online safety, screen time, oral health and the impact of dummies on communication skills. The sharing of this key information helps everyone work together to protect children's well-being.
- The childminder carefully considers each child's needs, background and abilities when considering how to spend any additional funding. This positively impacts on outcomes for children.
- Transitions to nursery and school are managed very well. The childminder invites teaching staff into the childminding provision so that they can see the children in an environment where they feel confident. She shares comprehensive information with them about children's individual needs and abilities. This enables the continuation of children's learning when they move to a new provision.
- For children who attend term-time only, the childminder plans holiday play sessions for them to attend with their parents. This helps the childminder to continue to support positive relationships as close bonds, and attachments are sustained with children.
- The childminder places a strong emphasis on helping children to learn important safety messages during their play. She plans interactive talks on road safety to promote children's awareness of this vital skill. She makes use of child friendly characters to help children learn about online safety. When children demonstrate risky, unsafe play, the childminder discusses this with them. For example, when children try to ride the trike up the small climbing apparatus, the childminder helps them to think about why this is not acceptable. Children decide it is safer to use the foot holds and rope when climbing and to leave the trike on the floor.
- Children are encouraged to be independent in their self-care. They learn to behave well and to socialise with their peers. Children develop positive attitudes to learning due to the childminder and the assistants' child-centred approach.
- The childminder uses children's interests to extend their learning. When children throw the pom-poms up into the air, they recall prior knowledge as they explain these are lava bombs from the volcano. The childminder encourages the children to count out the number of pom-poms they are using. When they begin counting too quickly, she supports them to slow down as she helps them to accurately count how many pom-poms there are.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY467167
Local authority	North Lincolnshire
Inspection number	10388418
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 6
Total number of places	12
Number of children on roll	9
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 2013 and lives in Crowle, North Lincolnshire. She works Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. She works with an assistant who holds a relevant childcare qualification at level 3. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Melanie Arnold

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to, communicated with, the inspector during the inspection.
- The inspector talked to an assistant at appropriate times during the inspection.
- The childminder and the inspector carried out a joint observation during a planned activity.
- 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 nursery 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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