

Childminder report

Inspection date:

8 November 2022

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

There is a buzz of excitement and fun at this childminder's setting. Children engage in playing with train tracks and jigsaws with their friends. The childminder supports children and gives them encouragement to complete puzzles and jigsaws. Children talk about the pictures being created. They ask questions about the pieces.

Children dance along to actions songs. They follow instructions. For example, they stop dancing when it is time to 'freeze'. There is laughter and enthusiasm as they follow the actions. Children excitedly jump around to the music. They confidently ask the childminder to watch them, demonstrating high levels of self-esteem.

Children enjoy sticking and tearing tissue paper to make trousers for their model. They take turns with the glue brushes and share the paper. Children work out how to make the pieces smaller by ripping them. Children listen to the childminder's instructions well and quickly tidy up when asked. Parents are highly complimentary about the childminder and how comfortable their children are in her care. They comment that their children are always happy to attend. Parents say that their children progress well and they feel supported too.

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

- The childminder knows children very well. She knows what she would like children to work on next and where they have progressed from. The childminder has clear goals for individual children in her care.
- There are lots of back-and-forth conversations with children. For example, when children complete jigsaws, the childminder supports their communication development by encouraging them to talk about the picture.
- Children are very helpful and respectful towards the childminder and her assistant. They listen to what is happening next and follow instructions well. All children take part in tidy-up time and know where to put the toys.
- Relationships between children, the childminder and her assistant are very good. Children come for cuddles and easily ask for anything they need. The childminder and her assistant quickly adapt to situations that may arise. This makes children feel safe and secure and strengthens their attachments.
- The childminder provides experiences that children may not have had before. For example, she introduces a sewing machine for children to make Halloween bags. The childminder explains that children are excited to show their parents what they create. Children show pride in their achievements.
- The childminder supports children to develop their physical skills. For example, children energetically join in dancing to action songs. They pretend to swing through the jungle. This supports children to express themselves through movement in a range of ways.
- Children explore and learn during their play. They complete a jigsaw about

rabbits and comment that they have put the face the wrong way round. Children comment that the rabbit is eating a carrot and recognise changes in the jigsaw. However, the childminder does not consistently extend children's conversations to increase their understanding of the world and extend their vocabularies.

- The childminder asks lots of open-ended questions. This enables children to problem solve and think of their own ideas. Children engage well with activities. They listen to the childminder's explanations of what is happening next. This helps to develop children's language skills.
- The childminder uses parents' questionnaires to gain feedback about the service that she provides. Parents are pleased with how the childminder adapts the food that she provides to cater for their children's dietary intolerances. They say that the childminder is fantastic support to their children and all the family.
- Children are confident and happily ask the childminder questions. However, the childminder does not extend children's understanding of healthy eating. For example, when children are talking about food they would like, the childminder does not consistently help children to make healthy choices and understand what they are eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding. She knows how to keep children safe. The childminder knows who to go to for further advice and who to refer safeguarding concerns to. She has a list of phone numbers to refer to quickly, if needed. These are kept up to date by regularly checking them. The childminder has a good understanding of how to keep children safe. For example, she removes broken toys indoors and checks the outdoors before use. The childminder uses risk assessments to ensure that children are safe, such as when there was extreme heat.

What does the setting need to do to improve?

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

- extend conversations with children to build on their vocabulary and understanding of the world
- embed children's understanding of healthy eating, so that they can develop knowledge about healthy lifestyles.

Setting details

Unique reference number	EY467406
Local authority	North East Lincolnshire
Inspection number	10229671
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 10
Total number of places	12
Number of children on roll	38
Date of previous inspection	10 November 2016

Information about this early years setting

The childminder registered in 2013 and works from the home of her co-childminder in Immingham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant and holds a childcare qualification at level 4. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Laurafay Muranka

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The childminder, her assistant and the co-childminder spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, the co-childminder, her assistant and children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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