

# Childminder report

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Inspection date: 2 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children have regular opportunities to express their creativity. For example, in the garden, they choose different materials to paint, print, weave or sculpt. All children feed the rabbits and a guinea pig. They excitedly talk about what the animals need to eat to grow 'big and strong'. Children look for squirrels and birds and show curiosity when observing bugs and insects. All children are excited to talk about the pond, which has dragonflies and frogs. They grow fruit and vegetables, which they use to make meals. These opportunities help children to understand about the world around them.

Children saw wood and use a screwdriver confidently. They feel safe, and the childminder supports their confidence well. Children's communication and language are supported well. For example, the childminder shares books in a way that excites and engages children. Children choose books independently and enjoy turning the pages and talking about them. They re-enact the stories they have read in the outdoor space. The childminder and her assistant spontaneously sing with children, who then repeat the songs during their play. Children are eager to play and learn. They welcome their friends as they arrive. Children show respect for each other. They explore resources and solve simple challenges. For example, they work out how to balance the wooden dominoes on the truck.

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

- The childminder has recognised the impact of the COVID-19 pandemic on children. She therefore offers children a longer and more flexible settling-in period, which ensures that they are emotionally secure and ready to play and learn. Effective parental partnerships foster strong bonds to support this.
- The childminder and her assistant know what children can do and how to support them to develop further. They are aware of the progress children make. The childminder provides a curriculum that is ambitious for all children. For example, the childminder talks about what children need to wear when they go out to play. Children are given time to find their own coats and hats, and they put them on with appropriate support. This helps to promote children's independence and emotional well-being.
- The childminder shares books with children using intonation and excitement. Children listen intently and use rich words to express their awe. This enables children to hear and develop their own language and vocabulary well.
- The childminder's interactions with the children are of a high quality. For example, she uses hand chimes with a group of children to support them to wait for their turn. When children listen intently and repeat the same tune, the childminder adapts her teaching to extend children's learning. This helps children to be appropriately challenged. However, the children's high levels of

concentration are interrupted when the assistant asks them to go and have their nappy changed.

- When children start at the setting, the childminder uses her assessments well. She builds close links with parents, and ensures that they contribute to these assessments. The curriculum is built on what children can do, and their progress is monitored closely. The childminder knows who to contact if children do not make typical progress. She invites other professionals to come into the setting and discuss strategies to meet children's needs. The childminder ensures that relevant information is shared to support children moving on to school.
- Children are given opportunities to solve problems together. For example, they attempt to screw the top of a water bottle back on. Children suggest and test out ideas together. The childminder's assistant gives children time to do this and supports them appropriately.
- Children enjoy a nutritious lunch prepared from fresh ingredients by the childminder. They run, dig and climb in the outdoor space. This promotes children's healthy choices around food and exercise.
- The childminder role models practice to her assistant and shares information about training. She meets informally with her assistant at the end of the day. However, the childminder does not focus her monitoring, support and professional development to extend the assistant's knowledge and practice further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know families well. The childminder is aware of the support available to families and when it is appropriate to offer this. The childminder and her assistant work closely with families and have a good knowledge of the signs to look out for and when situations should be monitored. The childminder and assistant are knowledgeable and confident in identifying the signs of abuse in the home. They are aware of situations that may happen out of the home where children may be at risk and the procedures to follow regarding this. The childminder and her assistant know what to do if they are concerned about adults who may be a risk to children.

## What does the setting need to do to improve?

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

- ensure that care routines do not interrupt children's high level of concentration and deep engagement in learning
- strengthen the assistant's understanding, knowledge and professional development to extend practice further.

## Setting details

<b>Unique reference number</b>	2604170
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10263349
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Grimsby. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Val Taylor

### 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder and the inspector discussed how the childminder organises the early years provision, including her aims and rationale for the curriculum.

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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