

Childminder report

Inspection date: 6 June 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 are extremely happy, highly confident and show that they feel safe and secure in this home-from-home environment. They quickly develop secure emotional attachments to the loving and nurturing childminder and her assistants. The childminder places children's best interests and needs at the heart of everything she does.

The childminder inspires children to learn and have fun in her homely environment. Children show high levels of motivation as they confidently move around the setting. They independently access a wide range of resources inside and outside. All children make good progress in their learning and development. They enjoy the warm, enthusiastic and positive interactions they have with the childminder and her assistants. For example, children enthusiastically explore coloured water. They are challenged to use syringes to fill their containers with water and develop their fine motor skills.

Children benefit from daily opportunities for fresh air and exercise. The childminder has created an inspiring outdoor area where they spend most of their time. Children giggle with delight as they run free with their imaginations. For example, they build a house and pretend that a tiger is coming for tea. They collect play food and tell visitors they are making a meal ready for the tiger's arrival. The childminder extends their game, using imaginative narrative.

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

- The childminder has strong relationships with the parents of the children she cares for. Parents speak highly of the service that she provides. They say that their children's development has flourished since starting at the setting. The childminder keeps parents very informed about their children's progress and well-being.
- Children benefit from daily stories and singing sessions. The childminder places a range of books at the heart of children's learning and play. Children listen intently as she reads 'The Tiger Who Came to Tea'. The childminder skilfully uses the tone of her voice to bring the story to life. Children join in confidently with repeated phrases and predict what will happen next. Children develop an early love of books.
- The childminder places a high priority on promoting children's healthy lifestyles. She provides nutritious snacks and meals and encourages children to drink plenty of water throughout the day. Children enjoy opportunities to be physically active each day. For example, they enjoy regular exercise, dance and yoga games.
- The childminder and her assistants know the children very well. They identify

what they want children to learn next through observations and discussions with each other. However, on occasion, interactions with younger children are focused on supervision and reassurance rather than engaging in and extending their play.

- From a young age, children are encouraged to be independent. For example, they attend to their own toileting and wash their own hands. In addition, children are motivated to carry out routine tasks independently. For instance, they help to hand out plates and cups at snack time. This means that children are well prepared for the next stage of their learning, including their eventual move to school.
- The childminder provides a language-rich environment that supports children's speech development well. Overall, children have high-quality interactions and engage in back-and-forth conversations. They are listened to and given time to reply. Children make good progress in their communication and language development.
- Children behave well. The childminder rewards children's positive behaviour through verbal praise, which builds their self-esteem and confidence. However, routines and expectations are not consistently explained to all children. For example, during group activities, such as story time, the childminder does not ask the children to sit down and listen. This means that children do not always understand the expectations and quickly lose interest.
- The childminder is reflective in her practice. She regularly seeks feedback from her assistants and parents to evaluate the service she provides. The childminder ensures that her own and her assistants' knowledge and skills are kept up to date. She carries out regular supervision sessions with her assistants and identifies any training needs they have. This helps to improve the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to safeguard children effectively in her care. She accesses relevant training in safeguarding and is aware of her role and responsibilities. The childminder can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of staying safe. For example, she provides opportunities to practise road safety on outings.

What does the setting need to do to improve?

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

- develop the quality of interactions with younger children further, to deepen and

- extend their learning during outdoor play
- provide a consistent approach to expectations of behaviour during group activities so that children learn routines.

Setting details

Unique reference number	EY451112
Local authority	North Lincolnshire
Inspection number	10286044
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 4
Total number of places	12
Number of children on roll	17
Date of previous inspection	30 October 2017

Information about this early years setting

The childminder registered in 2012 and lives in Horkstow, South Humberside. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants. The childminder holds early years professional status.

Information about this inspection

Inspector
Jennifer Cowton

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 setting.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the education being provided and assessed the impact on children's learning.
- The inspector held discussions with the childminder and her assistant regularly during the inspection.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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