

# Childminder report

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Inspection date: 27 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 settle into the childminder's setting very quickly. The childminder builds strong partnerships with families, right from the start. She arranges flexible settling-in sessions, which allow children to become familiar with their new surroundings and the other children who attend. Children are well behaved and demonstrate much cooperation as they play together. The older children show much care and affection for the babies. They lie on the floor with the babies and gently talk to them. The childminder praises their kindness and friendly behaviour. Children feel very welcome and valued.

Children form strong attachments to the childminder. She is very responsive to the different needs of children. Babies gurgle and smile with joy when the childminder is close by. The childminder fully involves the older children in planning the sessions. She asks them to select the resources they want to use as they play. Children show much confidence as they independently access their chosen toys and resources. The childminder sensitively reminds children to tidy away the toys when they have finished playing. Children learn to take responsibility for looking after the toys and know where things belong in the setting.

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

- The childminder promotes children's good health. She plans time for them to enjoy fresh air and be physically active during the sessions. The childminder cooks well balanced and nutritious meals for children. She teaches children about the importance of washing their hands at appropriate times during the day.
- The childminder demonstrates much commitment to developing her skills and knowledge as part of her professional development. She ensures her assistant, who occasionally works with her, is well supported to carry out her role. She continually seeks ways to improve and achieve her vision of 'happy, independent children who want to learn'.
- Children show much fascination with the natural world as they explore in the garden. They find a snail and watch closely as it starts to come out of its shell. The childminder explains how the snail is protected by the shell and how it likes dark places. She nurtures children's curiosity and respect for nature.
- The childminder supports children's early mathematical development. They play games together that involve sorting and matching objects. The childminder asks the children to place toy animals in different locations, for example under a chair. Children learn the meaning of simple words that describe the position of objects.
- The childminder plans a broad curriculum that covers all seven areas of learning. She uses her observations to assess what children have mastered and to plan

for future learning. She is quick to identify if children have gaps in their learning. She works closely with parents and different professionals to access the right support. This means children can continue to access the curriculum and progress in their learning.

- Generally, children's language development is well supported by the childminder. Occasionally, she does not give children time to think about how they want to respond to her questions and comments. This means that children are not consistently supported in gaining the confidence to express their own thoughts and ideas.
- Babies have many opportunities to move and develop their core strength, to support their physical development. The childminder creates space for them to move around freely. She places objects nearby that encourage babies to reach out, developing their coordination.
- Parents hold very positive views about the childminder's setting. They praise her friendly and caring approach. Parents comment on the good levels of communication between them and the childminder. They say their children are very happy and excited to attend.
- The childminder takes the children to local groups, where they have the opportunities to make friends with other children and to learn about their own community. She teaches children about the similarities and differences between themselves and people in other communities. Children begin to understand the diversity of the modern world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do if she has concerns about a child's welfare. She keeps the contact details for different services easily accessible. She completes relevant safeguarding training to keep her knowledge current. She ensures her assistant knows the procedures to follow in reporting any concerns. The childminder carries out daily checks of the setting, both inside and outside. The children are well supervised at all times, including at mealtimes. The childminder talks to the children about keeping themselves safe in different situations. Children know it is important to stay together when they go on visits in the local area.

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

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

- support children further in building their confidence to express their thoughts and ideas, to extend their communication skills further.

## Setting details

<b>Unique reference number</b>	260703
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10285413
<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>	0 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	5 October 2017

## Information about this early years setting

The childminder registered in 2001 and lives in North Lincolnshire. She operates all year round, from 8am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

## Information about this inspection

**Inspector**  
Rose Tanser

### 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 her evaluation of her setting.
- The childminder explained to the inspector her curriculum intent and what she wants children to learn.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder provided evidence that required policies and procedures are in place.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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