

Childminder report

Inspection date: 14 November 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 feel settled and secure in the childminder's care as she warmly greets them on arrival. Their individual needs are met because the childminder exchanges information with parents and carers during drop off and collection times. She also works closely with other providers when the care of children is shared, to ensure she can complement children's learning. Clear information on children's current progress, interests and needs is shared when children transition to pre-school or school. This enables the staff at the new provision to continue to support the child's ongoing learning. The childminder has considered the key skills she would like children to develop overtime. This includes children developing good communication, social skills, and independence. Children are strongly encouraged to learn to put their own coats and shoes on. As children develop these skills, they are then supported to learn how to fasten buttons and use a zip.

The home and garden are securely maintained to help keep children safe. Children behave well and learn to respect clear rules and boundaries. On walks to and from school, children remain close to the childminder and show an awareness to walk on the path away from the road. The childminder talks to children on these walks, pointing interesting things out and asking questions about what they can see. Informal discussions between the childminder and children are also promoted. The childminder listens to children as they happily share life experiences with her, like discussing their wobbly teeth.

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

- The childminder attends training and childminder network meetings, which helps to maintain her knowledge and skills. She seeks feedback from parents on the service she provides, using their responses to make improvements as and when needed.
- The childminder continually chats to children. She helps them to listen, understand and following instructions. The childminder develops back and forth conversations with chattier children. However, she tends to ask quieter children closed questions, which they either answer with one-word responses or with nonverbal ques. This does not consistently help them to increase their vocabulary and confidence to speak.
- Children benefit from opportunities to develop their hand-eye coordination and fine manipulative skills. They enjoy using pens and pencils to draw and make marks. As children develop their skills, they start to give meaning to the marks they make. Children are encouraged to manipulate playdough and use cutters to make a range of different shapes.
- Children are provided with opportunities to develop their physical skills when playing in the garden or at the park. They develop their balance when using

resources like bikes. Other resources like a play kitchen, dolls and cots, support children's use of imagination. When children access the park, they are provided with larger spaces and bigger equipment. This enables them to explore more freely as they run, jump, and climb.

- The childminder monitors children's progress to ensure there are no gaps in their development. She carefully considers children's interests and abilities when setting up resources for them to access each day. The childminder engages with children to help them to build on their prior knowledge and skills. This helps children to develop positive attitudes to learning.
- The childminder helps children to learn important safety messages like how to cross a road appropriately. However, there are some inconsistencies with how the childminder promotes this. For example, she sometimes encourages children to stop, look and advise her when it is safe to cross. However, at other times, she quickly checks for potential hazards and then tells children when it is safe to cross. This approach does not consistently support children's growing awareness of how to effectively maintain their own safety.
- Parents regularly place siblings with the childminder as they are happy with the childminding provision and have no concerns. They confirm that the childminder keeps them informed about how their children have been and about their progress. They feel the childminder has supported their children to develop their social skills and interactions as they are able to play with other children.
- The childminder uses games to support children's counting skills, awareness of number and turn taking in a fun way. When children attend school, the childminder helps them to learn specific letter sounds in conjunction with the sounds they are learning at school.

Safeguarding

The arrangements for safeguarding are effective.

Children always remain in the childminder's care under her supervision. She assesses children's understanding and their ability to follow rules and boundaries, prior to taking them on any walks. This enables her to assess any additional equipment and precautions needed, to keep children safe. Cupboard locks on kitchen cupboards and draws prevent children from accessing dangerous chemicals or sharp implements like knives. The childminder understands the procedures to follow should a child protection concern be identified about a child, or an allegation made against her. She is also well aware of the possible indicators of abuse, which she remains vigilant for.

What does the setting need to do to improve?

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

- provide consistent support to encourage quieter children to increase their

vocabulary

- consider how to consistently support children's growing awareness of how to travel safely when walking in their local environment.

Setting details

Unique reference number	405082
Local authority	North Lincolnshire
Inspection number	10319002
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	3 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 1997 and lives in Broughton. She holds a childcare qualification at level 3. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, a week at Christmas and family holidays. The childminder provides funded early education for two, three-and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children learning.
- Parents shared their views of the childminder 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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