

# Childminder report

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Inspection date: 12 November 2021

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|------------------------------|-------------|
| <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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 are physically active for much of the day. They learn how to move with confidence using the extensive range of equipment in the garden. The childminder plans opportunities for children to attempt new challenges, such as walking across a balance beam. She teaches them how to cross the beam safely, so that they can have a go themselves. Children make good progress in their physical development. This promotes their good health and provides strong foundations for their progress across other curriculum areas.

The childminder supports children's emotional well-being. She responds in a calm and attentive manner when children have a minor disagreement, which is usually when they want the same toy. Children understand that they need to share and take turns. They learn words to describe how they are feeling. Children develop the skills and knowledge that they need to make friends and respect the feelings of others.

The childminder plans much of her curriculum through visits in the local area and beyond. She teaches children about the natural world as they explore woods and parks. The childminder takes children to museums and local attractions where children discover, for example, how people lived in the past. Children learn first hand about places and people beyond their own community.

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

- The childminder promotes children's language development well. She regularly plans times to read books that develop children's vocabulary and understanding. During the inspection, the childminder read a book about trains and explained the meanings of words, such as 'signal person'. Children learn the important job that this person does to keep trains safe for passengers. The childminder reminds children about when they travelled on a train together, to link the story to their own experiences.
- The childminder reviewed her curriculum during the COVID-19 pandemic due to restrictions on outdoor activities. She has observed that some children are less confident as the restrictions have been lifted. The childminder has worked closely with parents to build up children's levels of confidence over time. She continues to closely observe children to monitor any further impact on their learning and well-being.
- Parents praise the levels of care and learning that their children receive in the childminder's setting. They say that the settling-in process for children gives them great reassurance and confidence that their children will be well looked after. Parents talk about the new skills their children have mastered, such as being able to use tools in a safe and appropriate way.

- Overall, the childminder's curriculum is planned well and supports children's learning and development. Occasionally, she organises activities that lack challenge for some children, so that opportunities to develop their skills and knowledge at these times are missed.
- Children develop their early writing skills, using different resources, such as paints and crayons. The childminder demonstrates to older children how to correctly form the initial letters of their names. She teaches children the sounds that make up simple words. Children learn to hear and discriminate these sounds, which will help them to become fluent readers in the future.
- The childminder sometimes moves children quickly on from one planned activity to another. This means that children do not always have time to consolidate what they have just learned.
- The childminder cares for children that also attend other settings. She has good partnerships with these providers and shares relevant information to ensure a consistent approach to meeting individual children's needs.
- The childminder is keen to develop her skills and knowledge. She accesses appropriate training to support her professional development. The childminder reflects on what she has learned to identify ways to improve her practice. She recently evaluated how well she uses technology to support children's learning about the natural world. As a result, children have learned how to use an app to identify trees and plants on their walks.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of child protection and safeguarding. She accesses training that keeps her knowledge current. The childminder knows the signs that would make her worry about a child's welfare. This includes the possible risks to children when online. She understands her responsibilities to report concerns to the appropriate services. The childminder has policies and procedures that she follows to make sure that children's health and safety are prioritised. She makes sure that toys and equipment are suitable for children and undertakes regular checks of all resources to ensure that they are well maintained.

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

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

- plan opportunities for children to practise and consolidate new learning, so that they remember what they have learned, to support their continued progress
- focus on every child's specific learning needs consistently during planned activities so they can build on what they already know and continue to be excited to learn.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2500632                                                                           |
| <b>Local authority</b>                             | East Riding of Yorkshire                                                          |
| <b>Inspection number</b>                           | 10191556                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2018 and lives in Willerby, near Hull. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for children aged two, three and four years.

## 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 the evaluation of the setting.
- The childminder showed the inspector around the parts of her home used for childminding and explained how she uses resources to plan for children's individual needs.
- The inspector spoke to parents during the inspection to gain their views.
- The childminder showed the inspector a range of documentation, including documents relating to her suitability and other household members.
- The inspector and childminder completed a joint observation of an activity and discussed the learning opportunities for children during that time.

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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