

Childminder report

Inspection date: 16 February 2022

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

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the care of the childminder and her assistant. They anticipate children's needs and are nurturing and calm in their responses and interactions. This supports children's emotional well-being.

The childminder plans a full curriculum, enabling children to develop and experience things they may not at home. She accurately assesses children's development and identifies the basic skills individual children need to build upon. This supports them to make good progress in their learning. She recognises children's interests and incorporates these when planning activities.

Children behave very well. They model the adults' behaviour and are polite and caring towards each other. All children are learning to understand the need to share and take turns. The childminder and her assistant consistently praise children for their efforts and achievements. They are commended for 'good sharing.' This contributes to their self-esteem.

During the COVID-19 pandemic, parents are not routinely entering the home. The childminder has introduced an online system to communicate with parents regarding children's development and their next steps. In addition, she has erected a shelter in her garden to enable face-to-face discussions when required. This ensures that parents are well informed on their children's care and development.

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

- The childminder knows the children well. She understands what they need to know, planning for the next steps in their learning journey. The childminder has a clear intent for what she wants children to learn. However, on occasion, the implementation does not always achieve the desired outcomes. Consequently, individual children may not receive the appropriate level of challenge to enhance their learning.
- The childminder and her assistant provide opportunities for all children to progress in language development. They extend the range of vocabulary they use, talking about the 'crunchy' carrots and 'slippery' play dough. The childminder uses repetition to ensure the correct pronunciation. For example, when children say 'lellow', the childminder repeats, 'Yes, it is yellow.' The childminder encourages children to lead conversations and expands on these when talking about children's family lives and their experiences. She recognises the negative impact the use of a dummy may have on a child's developing speech and oral health.
- The childminder identifies when children require additional support. She works closely with parents and seeks external assistance from outside agencies as

required. This ensures a consistent approach to children's specific needs and helps children to catch up.

- The childminder uses engaging storytelling to hold children's attention. Children anticipate what is over the page and say the words of familiar stories. Sharing stories becomes a group activity, as more children join the childminder and snuggle in close.
- Children have opportunities to participate in physical activities. They routinely access the outdoors and enjoy visits to the park and soft-play centres. Children excitedly dance to activity songs. They ask to repeat the activity and join in with their friends as they perform the actions knowingly. Children are praised for jumping, hopping and balancing well.
- The childminder encourages children's independence to enable them to take care of themselves. Children learn to put on their coats and shoes. They independently access the toilet, washing their hands afterwards. This promotes their physical health and increases their confidence.
- Parents speak highly of the childminder. They report that she ensures they are well informed about the progress their children are making. She supports parents with ideas to build on at home to offer children wider learning opportunities. During COVID-19, the childminder has provided video storytelling to continue children's learning at home.
- The childminder accurately evaluates her setting. She seeks feedback from others on the quality of her service. She identifies training and development opportunities from which she and her assistant can benefit. This has a positive impact on the quality of care and learning she provides.
- The childminder shares information about children's progress and achievements with other childcare settings they may attend. She provides reports when children move on to school. This ensures all those involved with the children are able to provide a consistent approach and identify any gaps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to keep children safe and how to promote their welfare. They have undertaken training to update their knowledge regarding wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. They know of each other's whereabouts to ensure children are supervised at all times. The childminder is mindful of the risks to children inside and outside of the home. She does not take children to places until she is familiar with them and has carried out a risk assessment.

What does the setting need to do to improve?

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

- consider appropriate adaptations in activities to achieve desired learning outcomes.

Setting details

Unique reference number	2514409
Local authority	East Riding of Yorkshire
Inspection number	10206548
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	1 to 4
Total number of places	5
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Cottingham, in the East Riding of Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate childcare qualification at level 3. Her assistant has a childcare qualification at level 2.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and her assistant and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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