

Childminder report

Inspection date: 1 March 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 happy and secure in this welcoming and homely environment. They form friendly and secure relationships with the childminder. She knows their individual routines well, and supports their care needs effectively. The childminder gives children lots of reassurance and supports their well-being effectively. She is very responsive to their individual needs. For example, she recognises when children need a rest or a snack.

During the COVID-19 pandemic, the childminder adapted her practice. Parents no longer come into the childminder's home when dropping off or collecting their children. This helps maintain safe social distancing. The childminder keeps parents up to date about their children's progress in other ways. For example, through regular messaging and using social media.

The childminder has very high expectations for children's behaviour. This is reflected in the way that children behave. They share toys and take turns well during play. Children have lots of opportunities to explore outdoors and go for walks with the childminder. They are physically active. For example, children delight in taking part in a treasure hunt to find the story books hidden in their village. They carefully re-hide the books when they have finished, so that other children in the village can find them.

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

- The childminder provides good support for children's early mathematics skills. Children learn to count accurately. For example, they count as they put the toys back into the box during tidy-up time.
- Children develop a keen interest in books. They snuggle up close to the childminder as she reads to them and respond to age-appropriate questions to extend their language skills. Children demonstrate very good skills for their age. They use the pictures in a book to tell their friends a well-known story.
- Children persevere as they make marks on the ground using chalk. They begin to write letters and draw shapes, such as circles. The childminder introduces children to the sounds that letters make. This develops children's literacy even further. Older children are able to confidently identify letters that have significance to them.
- Children learn about their local community and the outside world. They visit local farms and enjoy visiting the pigs. Children take a bag on their walk to collect twigs and pinecones. They explain they would like to build a nest for the chicken in one of their story books. They show kindness as they snap the twigs into pieces to share with their friends.
- The childminder supports children to understand what makes them unique. For

example, when children point to their eyes, she teaches them about similarities and differences. She encourages them to recognise and talk about who has brown eyes and who has blue eyes. This helps children to gain an understanding that other people are often different from them.

- Children follow good hygiene routines. Children understand the importance of washing their hands before eating. They enthusiastically join in with a handwashing rhyme.
- At times, the childminder encourages children to be independent and manage their own tasks. For example, they carry their plates from the kitchen to the table. However, further opportunities to support children's growing independence are not always consistent. The childminder occasionally completes tasks for children without encouraging them to try first. For instance, she does not always allow children to attempt to serve themselves or put on their own shoes.
- Partnerships with parents are strong. Parents are extremely positive about the care their children receive. They receive information about activities and events that are taking place. They comment on the many opportunities for outdoor learning. Parents say that their children progress well in the care of the childminder.
- The childminder is keen to further her skills and knowledge. She has kept up to date with mandatory training courses. However, opportunities to enhance her wider professional development have not been fully considered to enable her to support children's learning to the highest standard.
- The childminder forms strong links with local schools and other settings. For instance, she talks to school staff about children's achievements. She uses this to plan for their future learning. This provides a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues. She knows who to contact if she has any concerns about a child's welfare. The childminder is clear about the correct procedure to follow to keep children safe from harm. She ensures that children are safe and secure in her care. The childminder maintains her home well and ensures it is clean and safe for children. She supervises young children closely and is vigilant as they play and explore. She offers them reminders on safe practices, such as crossing the road safely. The childminder has thorough risk assessments in place that she uses effectively to help to minimise any hazards to children.

What does the setting need to do to improve?

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

- provide further ways for children to develop their growing independence and meet their own care needs
- explore further professional development opportunities to continually develop knowledge of how to support children's learning.

Setting details

Unique reference number	2524129
Local authority	East Riding of Yorkshire
Inspection number	10208196
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Drifffield. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

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 they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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