

Childminder report

Inspection date: 2 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 thoroughly enjoy their time in the childminder's warm and welcoming home. They are secure in their familiar routines. All children experience interesting and well-targeted learning opportunities in a purpose-built garden room. The childminder knows what children can and cannot do and ensures that activities build on this. Children access the outdoors in all weathers. They have plentiful opportunities to exercise and build on their physical skills. For example, children access balance bikes and scooters. They experience planting, growing and harvesting fruit for their snacks and cooking activities.

The childminder plans carefully to support children's language. She places a strong emphasis on children reading books and singing. This has a clear impact on their language development. Children confidently join in with repeated sentences from familiar stories. They exclaim excitedly that they are building a house for 'the big, bad, wolf to blow down'. Children sing along to familiar songs.

The childminder and her assistants have high expectations of children. They manage their behaviour effectively. Even the youngest children understand the concepts of turn taking and sharing. The childminder works in partnership with parents to make sure that children's behaviour is managed consistently. Children behave well and learn valuable skills in preparation for school.

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

- Children develop good speaking and listening skills. The childminder and her assistants support their understanding. For example, they talk about the texture of the flower petals as children have fun mixing 'magic potions' in the mud kitchen. Children listen with interest and extend their vocabularies.
- Children thoroughly enjoy using creative craft resources. They develop good physical skills as they carefully manipulate pipe cleaners to make animal shapes. The childminder weaves mathematics into the activity and encourages children to count how many legs they have on their 'octopus'. Children are proud of what they have achieved. They demonstrate high levels of confidence and self-esteem.
- The childminder provides opportunities to develop children's imaginations. Children relish dressing up as doctors. They pretend that the dolls are patients and check their tummies to make sure that they are not ill. Children give them 'medicine' to make them better.
- Children listen to and follow the childminder's instructions and help with tasks such as tidying up. The childminder praises their efforts and positive behaviour. All children give themselves a 'pat on the back' when they have finished. This helps children to develop a good sense of pride in their achievements.

- Children receive good support to develop their personal, social and emotional skills. They show care and kindness towards one another. Older children support younger children at transition times. For example, they offer babies coloured fabrics to play with while waiting for their snack. The childminder provides appropriate reassurance for new children who are still adapting to the unfamiliar environment. Children quickly form warm, trusting relationships with her and her assistants.
- The childminder and her assistants encourage children's independence. They are aware of how to make children's routines enjoyable and promote their self-care. For instance, the childminder and her assistants use phrases and rhymes to encourage children to wash their hands.
- The childminder helps children to adopt a healthy lifestyle. She helps them to learn about oral health through planned activities. The childminder teaches children about which foods are healthy. Children grow strawberries in the garden. They skilfully cut their banana with small knives and learn to pour milk from a jug into their cup.
- The childminder and her assistants work closely together. They plan together and share ideas. The assistants report that they feel listened to and supported. The childminder monitors her assistants' practice and carries out regular appraisals of their work. However, she does not focus professional development to help to enhance the assistants' already good practice and raise the overall quality of the provision for children even further.
- The childminder is keen to continue to enhance her service. She has plans to further develop the outdoor area. The childminder is committed to gathering parents' views through questionnaires. Partnerships with parents are strong. Parents are extremely positive about the care that their children receive. They comment that the childminder has been their 'comfort blanket' throughout the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of safeguarding matters. They know the action to take if they have any concerns about a child's welfare. The childminder has a secure understanding of local safeguarding partnership procedures. She ensures that her safeguarding knowledge is up to date. This helps her to recognise signs and symptoms of abuse, including extreme views and behaviours. The childminder and her assistants are vigilant and supervise children appropriately. The childminder's home is safe and secure. She carries out regular checks of her home and garden to help to provide a safe environment for children. The childminder ensures that any potential dangers are removed and keeps the premises secure.

What does the setting need to do to improve?

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

- focus professional development for the assistants, to strengthen knowledge and skills and raise the quality of the provision to an even higher level.

Setting details

Unique reference number	2530033
Local authority	East Riding of Yorkshire
Inspection number	10215101
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	0 to 3
Total number of places	12
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Hessle, Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants and holds an appropriate qualification at level 3. She 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 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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had 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 with the childminder.
- The inspector observed the interactions between the childminder, her assistants and the 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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