

Childminder report

Inspection date: 29 June 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 have many opportunities to play outside during the day. They are physically active for much of the time which supports their health and well-being. Babies develop their physical skills as they practise crawling and pulling themselves upright. The childminder ensures that the resources in the garden are exciting so children are keen to explore. Children decide to use some planks of wood to build a new fence. They carry the planks with care and find ways to make their fence secure. The childminder encourages children to tell her what they are doing so they can share their ideas. Children are keen to tell the childminder what they are trying to achieve together. They show high levels of cooperation and friendly behaviour.

Children form strong emotional bonds with the childminder. She plans flexible settling-in sessions so that children get to know her well. The childminder makes sure the daily routines meet individual children's needs. She plans the curriculum around children's interests so they are motivated to learn. The childminder asks the children to share their ideas. For example, why some of the dinosaurs, which they are playing with, have long necks. She responds positively when children come up with their answers. Children know that the childminder values what they say, which builds their confidence and self-esteem.

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

- Children make good progress over time. The childminder uses her assessments to plan for children's next steps in learning. She identifies if any children may need some additional support, for example, with their speech and language development. The childminder is quick to seek advice from other professionals so that children get the targeted support they need.
- There are strong partnerships with other settings that children also attend. The childminder shares relevant information to promote a consistent approach across both settings. She works with teachers as children get ready to start school. She makes sure that children are well prepared, for example, by focusing on their independence and social skills.
- The childminder plans trips, and children begin to learn the features of different environments, such as farms and the seaside. Children gain some understanding of cultural traditions. However, the childminder does not plan regular opportunities for children to learn about cultures and communities beyond their own.
- Children are engrossed as they act out roles in their pretend play. They use resources imaginatively, for example, plastic blocks become their phones and wallets. The childminder encourages children to develop their ideas as she joins in with their play. Children gain the confidence to express themselves creatively.

- The childminder is keen to develop her skills and knowledge. She accesses a range of training to enhance her teaching. She describes how she used recent training on storytelling to help children become more involved. Children then describe a story about a witch they have read with the childminder. They learn how stories are structured and enjoy using the words they have learned. Children's early literacy skills are well supported.
- The childminder teaches children what her pet duck and tortoise need to remain healthy. The family dog goes on walks with them. Children have a designated part of the garden where they plant and tend to vegetables. They begin to learn the importance of caring for the environment and all living things.
- Parents are very positive about the childminder's setting. They value her flexibility in meeting their needs. Parents say that they are kept well informed about their child's day in the setting. They know that their children are safe and happy.
- The childminder offers children healthy snacks and meals. She talks to them about the foods that promote their good health. Children understand that some foods are less healthy and it is preferable to eat these only occasionally.
- The childminder reflects upon her practice. She uses her observations and discussions with children to identify how she supports their individual needs. However, she does not currently seek parents' views as part of her self-evaluation. This means that she does not have their perspectives to help her identify future improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children's safety and well-being. Children are always well supervised in her setting and when she takes children out on visits. The childminder follows her risk assessments, for example, she completes daily safety checks on the garden. She is knowledgeable about any signs that may cause her to be concerned about a child's welfare. The childminder ensures that her understanding of safeguarding remains current through relevant training and online information. Her policies and procedures are reviewed in line with legislation. The childminder understands her responsibilities to report concerns to appropriate services.

What does the setting need to do to improve?

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

- plan further opportunities for children to learn about the diversity of communities and cultures in the modern world
- strengthen self-evaluation to support the process of continuous improvement by including the views of parents.

Setting details

Unique reference number	2565313
Local authority	East Riding of Yorkshire
Inspection number	10225984
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Drifffield. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification. She 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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk at the start of the inspection to discuss and observe how children's learning and development and safety are promoted.
- The inspector and childminder completed a joint observation and discussed the impact on children's learning and development.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector spoke to parents to gain their views on the childminder's setting.

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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