

Childminder report

Inspection date: 6 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 receive an extremely warm welcome when they arrive at the childminder's home. They are eager to tell her about their holidays and to show her pictures they have made for a jubilee competition. Children quickly find their friends and start their day by choosing activities from the well-resourced playrooms. The outdoor environment is particularly stimulating. Here, children enthusiastically climb, dig and concentrate as they pour water into funnels and guttering. They show considerable curiosity as the childminder shares with them a box of vehicles from her childhood.

Children's behaviour is extremely good. They receive praise and encouragement from the childminder and her co-childminder when they are helpful and kind to their friends. There is a strong emphasis on reminding children of the importance of sharing and taking turns. For example, children are patient while they wait to have a go at a magnetic fishing game. This helps prepare children for their transition to school.

Partnership with parents is very strong. The childminder communicates with parents through regular newsletters, as well as daily updates on an online system. Children can choose to take books home, and the childminder posts videos of her reading aloud for children to watch with their parents.

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

- The childminder has created an engaging curriculum centred around books and stories. This enables her to plan varied and interesting learning opportunities that engage children of all ages. Children show a curiosity for learning about animals that live in the sea. They are delighted when they identify a manatee and a walrus. Children are fascinated to find the United Kingdom on a globe. They listen attentively as the childminder points out the seas and oceans. Children mix colours, use paint rollers, and decide to use bubble wrap and sequins to create a large underwater collage. At the same time, they listen to the sounds of the seashore and talk about the noise of the waves. Children become engrossed in their learning. This supports them to make progress.
- Children are becoming confident communicators. The childminder makes sure that all children, including those who are quieter, are given time to respond to questions. She shows a genuine interest when she chats to the children as they all have lunch together. She is highly responsive to children's emotional needs. For example, she plans play opportunities with dolls when children have a new baby in the family. This helps children to feel emotionally secure and valued.
- The childminder knows all the children extremely well. She has carefully identified how best to support individual children's next steps in learning. This

enables her to skilfully incorporate the recognition of numbers, shapes and letters into children's play. She asks older children to work out the total number of adults and children in the garden. Younger children are supported to count by pointing to each item in turn.

- Throughout the day, children have many opportunities to develop their independence. At snack time, they cut their own fruit and pour their drinks. 'Lunchtime leaders' set the table and all of the children are assigned jobs when it is tidy up time. The children clean their teeth after lunch. They are praised when they do this correctly. This supports children's health and well-being.
- Children know the routine of the day. They know when they need to wash their hands and when it is time to go home. However, at times, their play is interrupted as they all go inside to line up to use the cloakroom. Some children also must wait at the table for too long while others get ready for lunch.
- The childminder makes regular contact with other professionals. This helps her to ensure that families receive appropriate support. As a result, children, including those with special educational needs and/or disabilities, are making good progress. Parents and carers are extremely grateful for the additional services the childminder has involved, to help their children.
- The childminder and her co-childminder form a strong team. This is greatly valued by parents. The childminder reflects on her practice and welcomes feedback, so she can identify ways to make the provision even better.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in relation to keeping children safe. She regularly updates her knowledge by accessing training. The childminder can describe the signs that might indicate a child is at risk of harm. This includes an awareness of wider safeguarding issues, such as grooming and online safety. She knows how to access support should she have any concerns about a child. The childminder understands the process to follow should there be an allegation made about an adult who works with children. She is vigilant in her supervision of children and makes sure the learning environment is safe and secure.

What does the setting need to do to improve?

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

- consider how daily routines can be developed to support children's independence, learning and progress even further.

Setting details

Unique reference number	2570496
Local authority	East Riding of Yorkshire
Inspection number	10225985
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	3 to 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works alongside another childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views of the provision with the inspector.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a range of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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