

Childminder report

Inspection date: 9 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder strives to give children an experience that focuses on the wider environment and a combination of indoor and outdoor learning. Children learn about nature and explore the outdoors as they hunt for butterflies and caterpillar eggs.

Children happily enter the safe and secure setting. They separate easily from their caregivers and quickly choose activities. They know the familiar routine and what happens next in the day. Children receive reassurance from the childminder, who is calm and caring. This supports their feeling of security and emotional wellbeing.

The childminder focuses on a planned curriculum that enables children to benefit from a broad range of learning experiences. She evaluates what children know and can do when they start at the setting. Regular and accurate assessments and observations enable her to identify the next steps in children's learning. As a result, children are making good progress in their development.

Children behave well in the setting. The childminder supports them to be considerate towards their friends, reminding them about using 'kind hands' in their play. She supports them to resolve any conflicts during their play and encourages turn-taking. This enables children to build positive relationships with others.

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

- The childminder has taken steps to address the actions and recommendations raised at the previous inspection. She has good arrangements in place to ensure that her teaching and practice continuously develop to a higher level. The childminder knows children well. In particular, she understands their learning needs and knows how to support them to progress their learning. Consequently, children benefit from a more focused curriculum.
- Children learn about good hygiene practices during the routine of the day. They know about washing their hands after using the toilet and outside play and before eating. Children learn about germs and cover their mouths as they cough. This supports their understanding about keeping healthy.
- The childminder supports children's communication and language development extremely well. She enables older children to confidently start conversations. She extends their vocabulary by introducing new words such as 'reflected' and 'mirror' as they create their butterfly prints. She supports younger children to build on their single-word vocabulary with a language-rich environment. The continuous dialogue as they go about their play enables them to learn sounds and repeat words spontaneously.
- Children have opportunities to develop their fine and gross motor skills. They

skilfully climb the steps up to the slide and bounce on the trampoline. They participate in music-and-movement sessions as they dance and follow the actions. The childminder praises them as they jump high after being a 'sleeping bunny'. Children know to keep hydrated after periods of outdoor play and being active.

- Children are given clear explanations about why they must not do something. They understand that certain behaviours may compromise their safety or the safety of others. Children understand the childminder's expectations regarding their behaviour. Older children are aware that they must act as good role models for younger children. As a result, children's behaviour is very good.
- Partnerships with parents are well developed. Written feedback shows that parents feel their children are provided with activities that are tailored to their learning needs. They report that the childminder knows the children and their routines exceptionally well.
- The childminder knows the children and the next steps in their development well. She adapts activities to enable all children to join in. However, at times, she does not allow children who wander to explore their own interests and to have time away from the group.
- The childminder has attempted to seek information from other childcare settings that children attend at the point of transitioning to school. However, she has not previously considered the benefit of the sharing of information prior to this time to support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good awareness of safeguarding. She continuously reminds children about keeping safe on the premises and being aware of their surroundings. She has a good understanding of the things that would cause her concern about children's well-being and knows the procedures she should follow to report these concerns. She completes fire evacuation practices to support children to exit the premises in an emergency.

What does the setting need to do to improve?

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

- strengthen arrangements for sharing information with providers at other early years settings that children attend
- recognise and respond more appropriately when children wish to choose their own activities and follow their lead.

Setting details

Unique reference number	2571108
Local authority	East Riding of Yorkshire
Inspection number	10260998
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 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	12 October 2022

Information about this early years setting

The childminder registered in August 2020. She lives in Willerby, in East Yorkshire. The childminder provides childcare from Monday to Thursday, from 7.30am to 5.30pm, all year round, excluding family holidays. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of written parental feedback.
- 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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