

Childminder report

Inspection date: 10 October 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 excitedly arrive at the childminder's house. They quickly explore the garden to find the hidden, natural autumn-themed objects. They shout to their friends as they find a leaf and a pumpkin. Children show their curiosity about the different colours and textures of the pumpkins they collect. The childminder sets a challenge for children by showing a picture of a runner bean and asking them to find where they are growing in the garden. This helps children to develop their understanding of the world.

Children enjoy role play and developing their imagination with the childminder. The childminder skilfully uses stories to excite children. Children follow a map in their story to find a hiding place from the fox. The childminder joins in with their play, and asks the children, 'Where could we hide?' This helps to develop children's communication and language skills, as they talk about the different hiding places they could use and why.

The childminder carefully considers the emotional needs of the children. Children are given time to calm down when they need to. This helps children to feel safe and secure with the childminder. Children behave well. If a conflict arises, the childminder calmly helps children to resolve this. This helps to develop children's personal, social and emotional skills.

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

- Children show an excitement in maps. The childminder develops this interest by providing a range of maps for the children to explore. She uses books with maps for children to follow, an atlas and maps of the local area. This careful planning, linking to children's interests, helps them make good progress across the seven areas of learning.
- The childminder teaches children about sustainability as part of her educational programme. She plants a range of vegetables with the children, which she later harvests with them. This helps children to develop their physical skills, as they use the tools for planting. Children are then encouraged to try the vegetables and remember where they came from.
- Older children are given responsibilities by the childminder. They help younger children to find where to put their coat and shoes as they enter the setting. As a result, older children enjoy the responsibilities and help to support younger children develop their independence.
- The childminder models language to children and introduces new language as they play. For example, as children enjoy touching the runner beans, the childminder encourages them to see what is inside. As it is broken in half, the childminder says, 'snap' and they talk about the purple beans inside. This helps

children build their vocabulary and use new words in their play.

- Children know and understand the routines at the setting. They listen carefully to the childminder, as they get ready to eat their snack. At the table, children are encouraged to use table manners as they try a range of healthy snacks.
- The childminder carefully considers her own professional development. She identifies training that meets the needs of the children who attend the setting. For example, the childminder reflects on the COVID-19 pandemic and identifies the changes children have been through. As a result, she has chosen a course to learn more about the psychological impact of COVID-19 to further support her practice.
- The childminder shares relevant information with the other settings that children attend. Although the childminder has a strong working relationship with some settings, this is not firmly in place with all the settings that children attend. This means that the childminder is not consistently finding out or sharing information about children's individual learning and development needs.
- Parents speak highly of the service the childminder provides. They comment on the excellent emotional support their children receive at the setting. Although parents comment on how happy their children are, they are not always sure what their child's individual next step in learning is. In addition, they do not always know how they can further support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows excellent knowledge and understanding of safeguarding, including grooming and extreme views and behaviours. She knows the correct local safeguarding partnership reporting procedures if she has concerns about a child's welfare. The childminder understands her responsibility to report to the Local Authority Designated Officer, in the event an allegation may be made against her or a household member. The childminder carefully assesses risks in her environment to ensure children's safety. She supports children to understand how to keep themselves safe; for example, she talks to the children about road safety and practises this as they walk to and from the local school.

What does the setting need to do to improve?

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

- further develop partnership working with all other settings children that attend, to share children's individual learning needs to help them make the best possible progress
- strengthen communication with parents to provide more detailed information about children's individual learning needs and what they can do, to further support them at home.

Setting details

Unique reference number	2591943
Local authority	East Riding of Yorkshire
Inspection number	10251269
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Hessle. She operates all year round, from 7am to 6pm, Monday to Friday, during term time only. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Katherine Lakes

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS 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 this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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