

Childminder report

Inspection date: 9 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder ensures that any learning in the home is brought to reality in the outdoors. For example, children learn about nature and the environment in books and the garden before embarking on nature walks and visits to local parks. The childminder builds on children's interests and personal experiences to create an exciting curriculum. She introduces experiences the children may not access at home to widen their understanding and build on their knowledge.

Children enjoy their time in the care of the childminder and readily participate in activities. They move freely around the safe and well-organised environment. They independently access the resources and invite their friends to join in. For example, children play together with the vehicles as they set up the ramps and take turns to move them around the room.

The childminder knows the children well and understands their individual learning needs. She recognises when children need additional support and advocates effectively for them. She puts in place strategies to ensure all children are able to achieve to their maximum potential.

Children know the routine of the day and the expected behaviour. They use good manners and talk to their friends and the childminder respectfully. The childminder celebrates children's achievements and this helps them to become confident learners.

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

- The childminder has a clear idea of the curriculum she intends on providing. She uses her observations and assessments to plan for the next steps in children's learning. She ensures children have progress checks completed between the ages of two and three years, which enables her to ensure children are receiving the appropriate support.
- The childminder uses engaging storytelling techniques to encourage children's communication and language development. Children excitedly pre-empt and recite the stories. They use the range of props to bring the story to life and tiptoe around the room as they look for bears. The childminder's continuous dialogue with children ensures they have opportunities to practise their new words.
- Children's physical development is promoted as they dance to action songs. They clap, stamp their feet and crouch down as they sing along. Children learn about the benefits of fresh air and healthy choices as they sing about healthy food.
- Children learn about counting as they count the legs on a spider. However, the

childminder does not routinely use mathematical language to enable children to learn about space and position.

- The childminder expertly enables children to manage their interactions with others. She supports them to resolve any minor conflicts and gives appropriate intervention when needed. She ensures children are aware of the impact of their actions on others and promotes their socialisation skills.
- Children learn about good hygiene as they wash their hands before snack and after blowing their noses. They wash their hands after using the toilet. However, younger children in nappies do not begin to learn about good hygiene during this process.
- The childminder supports children to develop their problem-solving skills. She encourages them to persevere with tasks and only steps in when help is needed. Children's independence is promoted as children put on their own coats and shoes. They are supported to pour their own drinks.
- Parents express satisfaction with the support the childminder provides for the children and their families. They appreciate the information that is shared via online apps and regular updates. Parents can see their children are progressing in the childminder's care.
- The childminder works with a range of professionals to provide a tailored curriculum and support children to reach their potential. She ensures children who require additional support are provided with a range of activities that build on their individual learning needs. She shares information with other settings that the children attend to ensure children's development is continuously monitored.
- The childminder uses critical reflection to identify her professional development needs. She seeks feedback from parents and other professionals to inform her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of a wide range of safeguarding issues. She understands the potential for children to be exploited and harmed and is aware of the signs to monitor this. The childminder carries out risk assessments of her premises and ensures they are safe for children's arrival. She carries out monthly fire drills to ensure children know what to do in the event of fire.

What does the setting need to do to improve?

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

- begin to teach children about good hygiene practices as they have their nappies changed

- maximise opportunities for mathematical learning to enhance children's awareness of positional language.

Setting details

Unique reference number	2636567
Local authority	East Riding of Yorkshire
Inspection number	10289278
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	2 to 8
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Brandesburton, in Yorkshire. She operates Tuesday to Thursday, from 7.30am to 5.30pm, all year round except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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.
- Parents shared their views on the setting with the inspector in person and in writing.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.

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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