

Childminder report

Inspection date: 18 July 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

Children show a strong sense of belonging in the childminder's welcoming home. They form close and trusting relationships with the childminder. Children receive care and attention, which supports their emotional well-being and ensures that they are happy to learn and play. They smile and confidently talk to the inspector, showing they feel safe.

The childminder's home is a well-organised learning environment. She provides children with free access to a good range of age-appropriate resources. The childminder plans a broad curriculum that grows from children's current interests and their next steps in learning. For example, when children have an interest in sea creatures, she takes them on trips to an aquarium to see the creatures in real life. This helps children to engage well and develop positive attitudes to their learning and assists them in making good progress.

Children behave well. They respond positively to the childminder's expectations, for instance when she reminds them to take turns and share during group activities. The childminder teaches children good hygiene routines. Children automatically wash their hands before snack and after going to the toilet. They take their shoes off when coming inside, and wipe their own noses and sanitise their hands afterwards.

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

- The childminder supports children's communication and language development well. She uses a range of approaches to build on children's speech. For example, the childminder asks children's opinions during story time and gives them time to think and respond. Additionally, she models the correct pronunciation of words during day-to-day interactions and conversations to promote children's language skills.
- Supporting children's mathematical development is one of the childminder's strengths. She introduces children to numbers and shapes as they play. Children learn about different mathematical concepts, including size and simple fractions. The childminder uses words such as 'huge' and 'massive' to extend on the word 'big'. She explains that cutting a play dough pizza down the middle makes two halves.
- Children develop an understanding of the natural world and how to be gentle with all creatures. They find a woodlouse and carefully pick it up and put it in the bug hotel. Children show the same compassion to a spider. The childminder encourages discussions about what other insects might like to live in the bug hotel. She enhances children's learning with the aid of pictures and models placed around the garden.

- The childminder promotes children's healthy eating. She encourages parents to provide children with healthy lunches. Children eat different fruits at snack time. They talk about the different textures. Children describe the mango as being 'slippery' and pears being 'crunchy'. Children learn about the different stages strawberries go through before they are ripe enough to eat. The childminder provides water and milk throughout the day to keep children hydrated.
- Children are physically active every day. They have lots of opportunities to develop their physical skills. Children learn to move their bodies in different ways, for instance by running and jumping. Children benefit from learning how to ride balance bicycles. However, the childminder does not consistently support children to understand about some risks while developing their physical skills, such as riding bicycles fast.
- Partnerships with parents are good. Parents particularly like the many outings which the childminder plans. They receive regular photos and updates of their children's learning. However, the childminder does not gather information on what children already know and can do when children first start, to help to plan children's learning from the outset.
- The childminder is dedicated to improving the quality of her setting. She accesses regular training to help to improve her skills. The childminder networks with other experienced childminders to develop her practice and share ideas. She works closely with other professionals to further improve the support she offers to children. For example, the childminder follows advice on how to encourage children's development in speech and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding and child protection knowledge. She understands her responsibility to keep children safe. The childminder knows how to identify the signs of child abuse. She is familiar with potential risks to children's welfare, such as from radicalisation or domestic abuse. The childminder maintains a safe and secure environment and supervises children well. She keeps all required records, including children's attendance and signed medication forms. The childminder has attended paediatric first-aid training. This provides her with the knowledge to know how to respond should a child have an accident.

What does the setting need to do to improve?

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

- consider ways to help children to understand about taking safe risks while developing their physical skills
- build on the information gathered from parents before children start, to include what they already know and can do, to help plan their learning from the start.

Setting details

Unique reference number	2637718
Local authority	East Riding of Yorkshire
Inspection number	10295698
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Bridlington. She opens all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

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 showed the inspector around her 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 setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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