

Childminder report

Inspection date: 13 February 2024

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 creates a warm homely environment where children are relaxed and happy. Young children are very settled in her care and show that they feel safe. For example, they go happily to have their nappies changed and settle quickly for their nap.

Children are motivated to explore the well-planned environment. The childminder makes her home safe in relation to children's ages and stages of development. Interesting resources are stored on low-level shelving or presented invitingly on the floor. This enables children to make their own choices and select toys independently. They have great fun emptying the props out of the song jar. They are delighted when the childminder sings 'wind the bobbin up' when they have discovered the pegs and ribbons. Very young children are motivated to join in because they know the childminder values their attempts and successes. This warm nature of the childminder's interaction with children promotes their learning and well-being.

Children regularly meet with other children and familiar adults at groups they attend. This encourages them to develop good social skills. Parents say that a strength of the setting is that the childminder takes children out and about regularly.

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

- The childminder works closely with parents and gets to know children very well. She understands children's precise stage of development. This enables her to provide a range of highly appropriate activities to aid their continued development. Parents are very pleased with their children's progress.
- Children develop a love of books. Babies shuffle across to the low-level shelving to find their favourite book. Sometimes they enjoy the movement of the pages, or the textures of the pictures. Sometimes they go straight to the section with the mirror that they like. The childminder talks to the babies about the pictures, and they concentrate well.
- The well-qualified childminder continues to develop her knowledge and skills. She meets with other childminders to share experience, good practice and ideas. She reflects on training that she has attended and explores how to use this to benefit the children. For example, research on learning styles has inspired her to set up a ball pool. Babies are very thoughtful and reflective as they roll the balls. They watch carefully to see how far they roll and then try again.
- The childminder has positive links with the local authority. She receives regular updates from them to support children's care and well-being. The childminder keeps local authority contact details handy, should she need support to keep

children safe and well.

- The childminder understands how children learn. She plans a range of interesting activities to spark their interest. While acknowledging children's interests and choices, the childminder is proactive in encouraging them to explore new play materials such as flour or dough.
- The childminder is vigilant in promoting children's good health. She works carefully with parents to meet children's individual dietary and medical requirements. She makes sure they have enough to eat and drink even when they are not very interested. She is proactive in following hygiene routines. She encourages the young children to wipe their own chins and brush their teeth. She does not always notice when a mirror might help them to do this.
- The childminder is very attentive to children's early language development. They learn to recognise a wide range of songs. They join in excitedly with a roar at the end of each verse of a song. The childminder repeats simple sounds and words for them to copy and they often respond well. She delights in their attempts to say a new word or use a new Makaton sign. She is very attentive to babies' non-verbal communications, such as expressions and gestures. However, she has not considered that children could learn even more from each other by facing each other at lunch time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- be even more reflective about how to maximise children's development, particularly their independent skills and their developing language.

Setting details

Unique reference number	2641084
Local authority	East Riding of Yorkshire
Inspection number	10308631
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates Tuesday to Thursday, between 7am and 6pm. On Mondays the childminder provides before and after school care. She works all year round except for family and bank holidays. The childminder is registered to provide care at two addresses and has assistants registered to work with her should she need to use them. The childminder holds a level 6 qualification in Primary Teaching. She offers free funded early education place for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

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 it is safe and suitable.
- The inspector observed children taking part in a range of activities. They assessed the impact this has on children's learning, development and welfare. The inspector observed the quality of care and teaching
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development. The inspector spoke to parents and took their views into account.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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