

Childminder report

Inspection date:

27 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 provides a curriculum that exposes children to the outdoors, and they go on walks in the local community. They enjoy nature walks and talking about the environment. Children are eager to access the outdoors. They enjoy the fresh air as they take their learning outside. Children interact with others during their outings, and this contributes to their social development.

The children are extremely happy in the childminder's care. The childminder has formed strong relationships with children and responds to their care needs effectively. She gives them emotional support and comfort when needed. Children know the routines within the home, and this supports their feelings of security. Children can easily choose from a range of resources and explore the environment. They have access to many books and enjoy familiar stories. They learn new words as they describe the pictures.

The childminder praises children as they go about their learning. She promotes the use of good manners and kindness as they interact with their friends. She enables children to manage their feelings and express their needs by promoting the use of their available vocabulary.

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

- The childminder has a clear intent about the children's learning. She knows what she wants children to learn and considers ways of including their interests to ensure that they are motivated and engaged. The childminder expertly adapts activities to ensure that each child's individual learning needs are met.
- The childminder encourages children's problem-solving skills. Children consider ways of transferring water to and from the different vessels. They are encouraged to think about ways of making the water flow faster and slower as they raise and lower the pipes. The childminder praises them for their critical thinking.
- The childminder promotes children's communication and language skills. She sensitively repeats their sentences using the correct pronunciation and praises the children as they repeat her words. Children talk about their families and their home lives as they go about their activities. The childminder reminds the children about previous activities that they have done. This ongoing dialogue encourages children to use conversation and interact with their peers.
- The childminder promotes children's mathematical development as they count the stairs up to the bathroom. Children learn mathematical language as they talk about 'empty', 'full', 'more' and 'less' as they fill the measuring jugs. They have opportunities to learn about colours and shapes as they talk about the bubbles in the water tray.

- The childminder ensures that children are school ready. In addition to teaching them independence skills, she ensures that they are emotionally prepared for and excited about the next stage in their learning. She introduces them to the school environment, so they know what to expect.
- Children know about expected behaviours and the routines of the day. However, the childminder does not always explain why some behaviours are unwanted behaviours. She does not explain why children must not do something.
- Children learn about healthy choices. They talk about their favourite fruits and what are considered treats. They learn about good hygiene and know that they should wash their hands after outdoor play and before eating.
- The childminder enables children to develop their independence skills. Children are given minimal support to pour their own drinks. They put on their coats and boots before they go out to play. Older children expertly manage their zips and respond well to the praise given to them by the childminder.
- The childminder accurately evaluates her practice. She ensures that her knowledge is up to date by accessing a range of training opportunities. She considers ways of adding to her resources and the environment to extend children's learning opportunities.
- Parents express satisfaction with the care and education provided. They know how to extend their child's learning at home and appreciate the updates given regarding their development. They value the support that the childminder provides for their families.
- The childminder demonstrates how she works with other settings that children attend. She shares information regarding children's progress and works with childcare professionals to ensure that children's next steps are correctly identified.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good, up-to-date understanding of safeguarding issues. She is aware of the signs that would cause her concern and the procedures to follow to refer any concerns. The childminder ensures her premises and any outings are risk assessed. The childminder is aware of the danger posed by the internet and knows how to keep children safe online.

What does the setting need to do to improve?

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

- develop children's understanding by helping them to be aware of why certain behaviour is unwanted, giving explanations to help them to make sense of their actions.

Setting details

Unique reference number	2648007
Local authority	East Riding of Yorkshire
Inspection number	10304877
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 4
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Beverley. She offers care from 7.30am to 5.30pm, Monday to Friday, 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 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 that they are safe and suitable.
- 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 with 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 provided written feedback about the setting to the inspector.

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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