

Childminder report

Inspection date: 28 February 2025

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 caring and nurturing home environment where all children feel safe and secure. Children settle quickly to a range of activities that they independently choose. The childminder exchanges information with parents daily to ensure that she supports children's well-being during the day. The childminder plans opportunities for children to develop their growing independence. She supports them to learn to put on their shoes and coats, and prepare their own snacks.

The childminder has high expectations for all children. She provides an ambitious curriculum and supports children to have a positive attitude to their learning. Children select and share resources and explore the inviting learning environment. The childminder engages with children as they play. She enthusiastically shares stories and demonstrates the facial expressions of children's emotions as she reads a story about emotions. The childminder encourages children to copy and identify which emotions she is using, helping them to understand their feelings and those of others.

The childminder models the behaviour she expects. She speaks to children in a calm and caring manner, and uses praise and encouragement. Children learn about their feelings and being kind to their peers. Children behave and listen well. They use wonderful manners, always remembering to say 'please' and 'thank you'. Children help with tasks, such as tidying away their toys, and share resources.

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

- Children have wonderful imaginations and use the wide variety of role-play resources enthusiastically. They take turns as doctor and patient, carefully listening to each other's hearts. However, the childminder does not consistently use these opportunities to challenge and strengthen children's understanding in their chosen activities, to help them make even better progress.
- The childminder supports children to build on their small-muscle control and hand-to-eye coordination. Children strengthen their fingers as they squeeze water through large syringes and mix with sand. The childminder plans opportunities for physical exercise and fresh air, which children enjoy. They learn to balance on the bikes and navigate the steps as they climb up the slide. Children make good progress in their physical development and their pre-writing skills.
- Children develop strong communication skills. The childminder gives younger children lots of eye contact. She responds to their sounds, babbles and facial expressions with words and smiles reassuringly. The childminder encourages children to sing together. Lots of repetition ensures that children are quickly able

to recall their favourite songs and rhymes. This helps children to build a wider knowledge of words.

- The childminder knows the children in her care well. She uses observations and assessments to identify what children need to learn next. The childminder has a good understanding of each child's development and focuses on preparing children for future learning, including being ready for school. For instance, while teaching children to master the skill of using scissors, they first use scissor scoops to pick up discs and pom-poms.
- The childminder teaches children to count and recognise amounts and quantities. Throughout their play, the childminder questions children about the size, position and shape of different objects. She asks children to add one more as they stack jars into a tower. Children are starting to use mathematical language independently in their play.
- Children have opportunities to socialise with larger groups of children at a local childminding playgroup. This enables the childminder to offer children extended learning opportunities, such as seeing a mobile petting zoo. Children excitedly recall holding the snake and make snake noises. Children learn about the wider natural world around them.
- Partnerships with parents are strong. The childminder shares information about children's progress through daily conversations, sharing photos and progress reports on an electronic app. She encourages parents to be involved in their children's learning as she shares ideas for parents to continue learning at home. For example, a video is sent to parents showing a method for children to put on their own coats. Parents report that their children enjoy attending and feel very much at home with the childminder.
- The childminder is reflective in her practice and actively seeks out new learning opportunities to enhance her skills and knowledge. She works in partnership with the local authority early years team to ensure that any changes to practice and policy are quickly implemented.

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:

- strengthen the interactions with children in their chosen activities so that they are more highly challenged, to help them make even more progress.

Setting details

Unique reference number	2712800
Local authority	East Riding of Yorkshire
Inspection number	10380605
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Hessle. She operates her childminding provision from 7.30am to 5pm, Monday, Tuesday, Thursday and Friday, all year round, except for bank holidays and family holidays. She holds a formal childcare qualification equivalent to level 5. She offers the government funded places for childcare.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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