

Childminder report

Inspection date: 27 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and stimulated with the childminder. They enjoy a wide range of challenging activities and show advanced levels of communication and language. For example, toddlers use full sentences and clear words to ask for things they would like and describe what they are doing. Older children show confidence when they talk about their ideas and how they want their pictures of butterflies to look. They carefully follow their plans and instructions from the book. The childminder has high expectations for all children who attend. She has clear boundaries for behaviour, and children respond well to her praise. Older children are kind, patient and helpful. For example, they quietly focus on their activity while the childminder feeds the babies their bottles.

Since the COVID-19 (coronavirus) pandemic, the childminder has implemented extra safety measures to help prevent the spread of the virus. For example, she has remained within the local area when taking trips out of the setting. The childminder plans to return to toddler groups and other activities to help children develop experiences in larger groups and to build on their social skills. Despite this, children maintain high levels of self-esteem and resilience. For example, they are keen to try out new activities and persevere to develop new skills.

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

- The childminder gathers detailed information from parents to help her meet the individual care needs of young babies and children. She provides an accommodating and nurturing environment to help them feel safe and secure. For example, mothers are welcome to come back to breastfeed their baby, and the childminder supports them with their routines from home. This helps to promote continuity and consistency for children. Parents are very happy with the care their children receive and regularly leave cards to express their thanks.
- Young children show high levels of focus and concentrate extremely well in activities that interest them. For example, they spend long lengths of time sticking tiny jewels onto their butterfly pictures. Children develop excellent small-physical skills using their fingers and thumb. The childminder demonstrates how to use scissors safely, and toddlers enjoy practising snipping and cutting. However, the childminder does not focus her teaching on the areas where young children could make even more rapid progress.
- The childminder teaches older children the skills they need to start school. Children proudly demonstrate their counting skills and say number names accurately past 20. They show an understanding of addition and use mathematical language in their play. The childminder supports children's developing literacy skills. For example, children show enjoyment in books and clearly write the letters in their name.

- Children thoroughly enjoy exploring outdoors. The childminder wraps young babies up in their pram, and young children copy with their doll and pushchair. They delight as they walk around the garden looking for caterpillars with their magnifying glasses. Older children proudly show their giant sunflowers and home-grown fruit and vegetables. They develop an understanding of the world around them and talk about changes in caterpillars as they turn into butterflies.
- The childminder teaches children about the importance of being healthy and following good hygiene. Children know which foods are healthy and wash their hands thoroughly with minimal support. Toddlers and older children are very independent and take an active part in their own self-care, such as using the toilet.
- The childminder is experienced and knowledgeable in her work with children. She skilfully divides her time between meeting the needs of young babies and helping older children prepare for the next stages in their learning. She has a good partnership with the early years officer within the local authority which helps her to maintain an up-to-date knowledge of new initiatives. However, the childminder is not pro-active in seeking her own professional development and does not reflect on the impact of this for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. For example, she updates her knowledge and understanding of the procedures to follow if she thinks a child is at risk. In addition, the childminder is confident in identifying signs of potential abuse for wider safeguarding issues, such as female genital mutilation and radicalisation. The childminder ensures that the indoor and the outdoor areas are safe for children to explore. She teaches children how to look for hazards themselves and to manage small risks. For example, children know to take care around the 'spikey' blackberry bush. This helps them to learn how to keep themselves safe in their surroundings.

What does the setting need to do to improve?

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

- use knowledge of young children's current stages of development to focus teaching more precisely, to help them make rapid progress in every area
- develop ways to refresh skills and knowledge more regularly and to reflect on the impact of teaching for children.

Setting details

Unique reference number	314252
Local authority	East Riding of Yorkshire
Inspection number	10062747
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 July 2015

Information about this early years setting

The childminder registered in 1989 and lives on the outskirts of Driffield in East Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation of a planned activity was completed by the childminder and the inspector indoors.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of insurance and first-aid qualifications.
- The childminder provided written feedback from current and past families for the inspection.

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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