

Childminder report

Inspection date: 26 April 2023

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

The childminder builds strong partnerships with families, right from the start. She values the information that parents share with her during their induction visits. The childminder uses this knowledge to plan how she can support children's individual care and learning needs. Children settle quickly into her setting and demonstrate high levels of physical and emotional well-being. They show their happiness with much laughter and friendly behaviour as they play together.

Children have good opportunities to become increasingly independent. The childminder encourages them to explore the resources that are available, inside and in the well-equipped garden. Children learn to collaborate as they play, often making up their own games together. They develop the key skills and attitudes that will positively support them as they move on to school.

The childminder nurtures children's love of books. She ensures that there are always books available for children to access independently. The childminder plans specific times during the day to read familiar and new stories to children. She encourages children to recall stories which they have shared to support their understanding of books and story language. Children develop their language skills and become confident to communicate their thoughts and ideas.

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

- The childminder is a good teacher. She uses a range of approaches to help children to learn new skills and remember what they have learned. The childminder shows children how to complete a new jigsaw by suggesting different ways to find the pieces that fit together. She encourages children to have a go at completing the jigsaw and praises their efforts. Children gain the confidence to come up with their own solutions as they encounter new challenges.
- Children gain a good understanding of how to keep themselves healthy. They know the importance of washing their hands at appropriate times. Children have many opportunities to be physically active in the garden. The childminder provides snacks that contribute to children's good health. She works with parents to support them with ideas for the packed lunches they provide for their children.
- The childminder demonstrates a good understanding of child development. She builds an exciting curriculum around children's different interests and learning needs. The childminder uses her observations well to monitor children's progress and to plan for their future learning.
- The experienced childminder demonstrates a strong commitment to her professional development. She accesses appropriate training to enhance her

skills and knowledge, for example of how to support children with special educational needs and/or disabilities.

- Parents say that they are extremely pleased with the childminder's setting. They know their children are safe and happy. Parents value the support which the childminder provides to enhance children's learning at home, including the additional support she gave during the COVID-19 pandemic. They describe how the childminder has helped their children grow in confidence over time.
- The childminder shares relevant information about children when they are leaving her setting to start school. This means that the teachers know how to support children's care and learning needs immediately. However, the childminder does not consistently share information when she cares for children who also attend other settings.
- The childminder helps children to gain an understanding of the diversity of people and communities in the modern world. She encourages children to notice and talk about the similarities and differences between themselves and others. Children show much sensitivity and develop positive attitudes about people and how they live. They begin to make sense of the world beyond their own community.
- The childminder joins in with children as they play, supporting and extending their ideas. She introduces new words to children and is adept at helping children remember them. For example, she plays a game with children, asking them to follow her instructions. Children listen carefully when the childminder asks them to place toy bears in different positions. Children learn the meanings of words, such as 'underneath' and 'behind', and demonstrate their understanding as they respond.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding policies and procedures in place. She makes regular checks to ensure that her setting is safe and suitable for children. The childminder maintains all required records about children. She describes the different signs that would cause her to be concerned about a child's welfare. The childminder knows which services she needs to contact to report any concerns. Children are always well supervised during the sessions. The childminder has secure arrangements to keep children safe when she takes them on outings.

What does the setting need to do to improve?

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

- strengthen partnerships with other providers that also care for children to provide a consistent approach in meeting children's individual care and learning needs.

Setting details

Unique reference number	314384
Local authority	East Riding of Yorkshire
Inspection number	10285414
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	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 1994 and lives in Cottingham, near Hull. She operates all year round, except for bank holidays and the Christmas period. She is open from 8am to 5.30pm, Monday to Friday, during term time, and Monday to Thursday during school holidays. The childminder holds a childcare qualification at level 5.

Information about this inspection

Inspector

Rose Tanser

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 her evaluation of the setting.
- The childminder discussed her curriculum intent with the inspector to explain she wants children to learn.
- The childminder provided evidence that the required policies and procedures are in place.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.

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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