

Childminder report

Inspection date: 26 January 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

Children are safe and happy in this warm and nurturing environment. The childminder takes time to build warm bonds with children, listening and responding to their emerging needs. Children are supported by the childminder to develop their independence. For example, children are encouraged to learn how to wash their hands independently and to feed themselves. They develop self-care skills, which help to build their confidence and self-esteem. Children enjoy the warm praise that the childminder offers throughout their play. They smile with pride as the childminder praises their efforts. Children demonstrate that they feel safe and secure in the childminder's care.

The childminder knows the children extremely well. Children benefit from a wide curriculum and enjoy exciting activities, which are based on their interests. The childminder plans activities and experiences that capture children's imaginations and supports their next steps in learning. They sing songs that are familiar to them, such as 'Heads, shoulders, knees and toes' and 'Sleeping bunnies.' This helps children to learn new words as they become familiar with the song. They also learn the actions to the songs, which supports their physical skills. Children have access to lots of interesting toys and books. They independently choose books to share with the childminder, which supports their communication and literacy skills. Planned activities fully engage the children. For example, children create and decorate shakers using cardboard, rice, sequins and ribbons. They concentrate for long periods scooping the rice into a tube and sorting resources into different baskets. Children develop the strength in their fingers and improve their hand-to-eye coordination.

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

- The childminder monitors children's progress effectively. She gets to know the children well and provides a range of activities, which successfully build on what they already know and can do. For example, children use toothbrushes and models of teeth to learn more about the importance of good oral hygiene.
- The childminder helps children to develop their language and communication skills. She encourages conversations with children and reads books often. However, she often uses closed-questioning techniques and does not consistently allow children enough time to think and respond. This results in the childminder sometimes speaking for the children instead of allowing them time to verbalise their own responses.
- Children demonstrate a secure understanding of the childminder's expectations of their behaviour. The childminder is a positive role model. Children listen and respond well to her instructions. They are reminded to use polite words, such as 'please' and 'thank you.' Children behave well.

- The childminder accesses regular training and reflects on her practice well to make improvements. For example, she has recently improved her links with other settings children attend. This helps to ensure that children experience a consistent and joined-up approach to their learning and development.
- The childminder places a high focus on developing children's knowledge and skills. She provides ample resources when supporting children to learn to recognise numerals. Children sort objects and learn about different shapes, sizes and amounts. She draws children's attention to whether they need 'more' or 'less' rice for their shaker. She provides opportunities for children to develop both their fine and gross motor skills. For instance, they use spoons and scoops to pick up objects and access play areas to explore ways to move their whole bodies.
- The childminder has good relationships with parents, who are very positive about the care their children receive. They report that their children are happy to come to the childminder's home, and they make good progress in their learning and development. Parents are pleased with the daily updates they receive and the regular reports the childminder provides about their child's progress and development.
- The childminder ensures children have plenty of opportunities to be healthy. For example, they go on walks to the local parks and visit local playgrounds. Children learn the importance of getting plenty of exercise, drinking water and eating healthy food. They learn about the benefits this has on their health and well-being, and parents are encouraged to continue this at home.
- Children learn about the world around them. They benefit from taking part in lots of local activities, such as visiting the local church playgroup. This helps children to feel part of their local community. Children also learn about diversity. For example, they recently celebrated Chinese New Year. This supports children to develop their understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides all children with a safe environment where they can play and learn. She carries out regular safety checks on her home to minimise any safety hazards. The childminder's knowledge of safeguarding is good, as she completes regular training. She has good knowledge of the possible signs that could indicate a child may be at risk of harm. She is very aware of the recording and reporting processes required, should she have a concern about a child. She knows the relevant professionals to contact if necessary. The childminder understands the impact of safeguarding issues on children and families, including the 'Prevent' duty guidance and county lines.

What does the setting need to do to improve?

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

- develop questioning strategies and allow time for children to respond, to further support children's growing vocabulary.

Setting details

Unique reference number	314535
Local authority	East Riding of Yorkshire
Inspection number	10231258
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 1994. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises the curriculum.
- The childminder provided the inspector with relevant documentation on request, including policies and procedures and evidence of the suitability of adults living on the premises.
- The childminder and inspector completed a joint evaluation of an activity.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of her teaching on children's learning.
- The inspector spoke to children and took account of parents' written views of the provision.

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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