

Childminder report

Inspection date: 26 April 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have a wonderful time in the childminder's care. They have warm trusting relationships with her and they settle quickly at their play. Children share and take turns with the minimum of support. They spontaneously say 'please' and 'thank you' as they play and as they hand snacks and drinks out to their friends. Children particularly benefit from the frequent visits to the local park, zoo, beach and indoor play centre. They talk about the new donkeys that they saw recently and remember the goat that has the same name as them. Children say that they like digging holes at the beach and sometimes have an ice cream. Parents confirm that the range of interesting outings is a key strength of the setting.

The childminder acknowledges the impact that the COVID-19 pandemic has had on the children's development. She notes that their language development and social skills have been particularly affected. The childminder has worked hard to help children catch up. For example, she has sought out podcasts to help her to support children's language. However, some children's language is not as clear as it could be. The childminder links with other childminders so that children get used to being around other adults and experience play in larger groups, in readiness for school.

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

- The childminder knows the children exceptionally well. She continually considers how best to meet their individual learning needs. She works closely with other agencies and services to make sure that children get the specialist support they need. The childminder has attended lots of training during her extensive career. She now prioritises training that will have the greatest impact on children's development. For example, she has attended training on education, health and care plans. She prepares children very well for the next stage in their learning, for example when they move on to school.
- Children make consistently good progress through a range of adult-led and child-initiated activities. They settle quickly for group time because they know what is expected of them. Some group activities are used with great effect to help children to learn. For instance, children know the days of the week and quickly work out what day it will be tomorrow. They follow the steps carefully as they dance to their favourite music. However, some group activities are less successful. Not all children fully access the intended learning. For example, number games can be beyond some children's understanding, or not in line with their interests. This means that not all children are fully engaged and they occasionally disrupt the group.
- Children enjoy stories and rhymes. They join in confidently to link the story to their own experiences. The childminder gives them ample time to join in at their own level. Children talk about the animals in the book and how they might be

feeling as the story unfolds. The childminder praises children when they remember the names of dinosaurs or explain that caterpillars turn into butterflies. The childminder often shows considerable skill in helping children to practise their language. However, there are occasions when children's mispronunciation, or use of baby talk, go uncorrected.

- Children enjoy exercise in the fresh air. They develop a very positive attitude to being active in the outdoors. This promotes their good health. Children develop their strength and coordination as they ride bikes, balance on the planks or climb over the frame. Due to the clear explanations, children learn that they need to 'replenish their energy levels' with fruit and water after active play. However, children do not always remember to wash their hands after using the toilet. Some children wipe their nose on their coat sleeve and sneeze onto their jumper. Tissues are not always readily available.
- Children are encouraged to count at every opportunity. Consequently, they count very well. They quickly work out that when there are three dinosaurs, adding one more would make four. The most able children are beginning to recognise familiar numbers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands about family difficulties that can sometimes put children at risk of harm. She knows the signs to look out for that might suggest a child is suffering. The childminder has well-established links with the local authority. She keeps their contact details readily available so that she can quickly secure support for children who need it. Children learn the necessary skills to keep themselves safe as they play. Their good behaviour also contributes to their safety. The childminder successfully gains children's attention, and they act on her requests.

What does the setting need to do to improve?

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

- review the organisation of adult-led group times to ensure that all children play a full and active part in the learning experiences provided
- make even better use of opportunities to teach children correct words and pronunciation
- extend children's understanding of the benefits of good hygiene practice.

Setting details

Unique reference number	314537
Local authority	East Riding of Yorkshire
Inspection number	10139509
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	12
Number of children on roll	19
Date of previous inspection	3 June 2016

Information about this early years setting

The childminder registered in 1988 and lives in Bridlington, East Yorkshire. She works with her daughter, who is a registered assistant. The setting operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. Times can be flexible according to parents' needs. The childminder holds an appropriate qualification at level 4 and her assistant holds a qualification at level 1. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

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 inspector saw all areas of the premises that are used for childminding and observed children taking part in a range of activities indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, adults' suitability checks and information about the children.
- The inspector spoke to parents, read their written testimonials and took their views into account.

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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