

# Childminder report

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Inspection date: 13 March 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are very sociable and demonstrate high levels of care for each other. They enjoy playing together and learn the importance of sharing popular toys so everyone can have a go. Children develop strong attachments to the childminder. She is consistently calm and highly responsive to children's different needs. She makes sure that the daily routine is appropriate for all children, to support their physical and emotional well-being.

Children are encouraged to develop their independence. The childminder organises the resources so they are accessible for all children. This results in children being able to make their own choices as they play and explore. Children select favourite stories to listen to. They listen carefully and add their own comments and ideas. They confidently name the different animals in the pictures. They are excited to say that they know the moon is in the sky because it is night time.

The childminder plans opportunities for children to learn about the local area. She takes them on nature walks where they can see plants and animals in their natural habitats. Children also know that walking helps them to be healthy. The childminder makes sure children know the importance of other aspects of healthy lifestyles, such as washing their hands properly.

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

- The childminder works closely with parents to support children's learning and development. She values the information they share about children's interests and what they need to learn next at home. This enables her to provide consistency and supports children to achieve important milestones. For example, they manage their self-care skills independently. Parents are kept well informed about their children's achievements and what they enjoy doing at the childminder's setting.
- Children are given many opportunities to express themselves creatively. They make their own musical instruments by filling boxes with objects. They listen carefully to the different sounds they create as they shake the boxes. They delight in moving their bodies in response to music and songs.
- The childminder gives children time to try to work out things for themselves. Children begin to build the confidence to master new skills by themselves, for example, how to operate an electronic gadget. Even the youngest children are confident to ask for help when really needed. The childminder praises their attempts and helps them explore how to achieve a desired outcome. She nurtures children's belief in themselves as competent learners.
- Children enjoy a varied range of activities that support their early mathematical development. The childminder demonstrates counting and naming everyday

shapes as she interacts with children. She encourages them to identify numbers in the environment. Children are keen to tell the childminder the numbers they know and listen carefully as she names unfamiliar ones.

- The childminder reflects upon how she meets the needs of children and their families. She asks parents and children to share their views so she can identify and prioritise improvements. The feedback from parents and children is consistently positive. They describe the childminder, using words such as 'amazing' and 'part of my family'.
- The childminder ensures that she completes statutory training, such as safeguarding and first aid. She now needs to continue her professional development to support her with improving the quality of teaching to consistently outstanding levels.
- Children are encouraged to talk to the childminder about their feelings. She supports children with effective ways to cope when they are feeling anxious. She discusses their concerns and provides reassurance. For example, they talk about the impact of flooding that has taken place recently in the local area.
- Children have many opportunities to develop their communication skills. They enjoy learning new words and use them as they play. The childminder helps them to recall the names of instruments in the medical kit. Children repeat the words, such as 'thermometer' and 'forceps'. The childminder demonstrates how these instruments are used and children are keen to copy her actions. This supports children to understand the purpose of different objects.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that children's safety and welfare are prioritised. She makes regular checks where children play, to minimise risks. She teaches children to identify possible hazards, for example, as they practise the fire drill. The childminder understands current safeguarding requirements. She recognises the signs of possible abuse and neglect, and knows how to report any concerns. The childminder accesses training to ensure she understands other safeguarding issues, such as the 'Prevent' duty guidance. She knows her legal responsibilities regarding the security and accessibility of confidential information.

## What does the setting need to do to improve?

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

- identify further opportunities to develop current knowledge and skills, to raise the standards of teaching to the highest levels.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 502963                                                                            |
| <b>Local authority</b>                             | East Riding of Yorkshire                                                          |
| <b>Inspection number</b>                           | 10070270                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 22 April 2015                                                                     |

## Information about this early years setting

The childminder registered in 2000 and lives in West Cowick, on the outskirts of Goole, in East Yorkshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rose Tanser

### Inspection activities

- The childminder explained to the inspector how she organises her provision and supports children's learning and development in partnership with parents.
- The inspector looked at a range of documentation, including policies and procedures, children's records and suitability checks for household members.
- The childminder and the inspector discussed the learning opportunities during a joint observation of children playing together.
- The inspector spoke to parents and read testimonials to gain their views. She also spoke to children during the inspection.
- The inspector discussed how the childminder reflects upon the quality of her provision and how she plans for ongoing development.

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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