

Childminder report

Inspection date: 22 January 2020

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's home is warm and welcoming. Children happily access the variety of age-appropriate toys and activities provided. The childminder supports children's learning in all areas. However, there are times when the development of children's communication skills could be further supported. The childminder and the children have a loving and warm relationship. The childminder is calm in her approach and supports children to behave well. Children respect others, have good manners and are patient with their friends. They learn to be kind, share and take turns. The childminder provides an environment where she nurtures children and encourages them to be independent and resilient learners. For example, children run up to the childminder and climb onto her lap and snuggle in, which shows that they feel safe and secure.

The childminder takes account of what children already know and can do when they first start to attend the setting. She uses this information to plan the learning environment according to their individual needs, interests and starting points. This helps children to settle in quickly. The childminder provides time for children to socialise with others. They take part in activities in the local community. For instance, children attend toddler groups and visit local parks where they get fresh air and exercise and learn about the world around them.

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

- Partnerships with parents are effective. The childminder provides detailed information for parents about their child's care routines and the activities they have enjoyed. Parents speak very highly about the childminder. They comment on the high-quality care and activities she provides.
- Early reading and a love of books are supported from a very young age. Children choose their own stories and either sit with the childminder to read together or explore books alone. They regularly use the local library to borrow books that interest them.
- The childminder promotes a healthy lifestyle well. She prepares a broad range of nutritious home-cooked meals and snacks. Children develop good self-care skills from an early age. For example, they wash their own hands before mealtimes. The childminder supervises children effectively and they learn how to keep themselves safe. The childminder talks to them about being careful, for example, when they use a knife to cut fruit.
- Overall, children's communication skills are developing appropriately as the childminder models language when narrating their play. However, at times, the childminder asks children questions in quick succession. She does not consistently allow children time to think and respond before she gives them the answer or continues the conversation.

- The childminder carefully monitors children's learning. She observes and assesses what children do during their play. The childminder uses this information to identify and address any gaps in their development. Children are achieving the skills needed for their future learning and the eventual move to school.
- Partnerships with other professionals are good. The childminder consults with parents and with settings children have attended previously to help make children's transition smooth and enjoyable. The childminder has excellent relationships with families of children who attend and has cared for many older siblings.
- The childminder keeps up to date with mandatory training. She discusses practice and changes to legislation with other professionals to build on her knowledge. The childminder regularly evaluates the service she provides. She works closely with local authority advisers to develop her provision. The childminder seeks the views of parents and is committed to making further improvements.
- Children develop good early mathematical skills. For example, they count the total number of spikes on dinosaurs and recognise number symbols in the environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role in safeguarding children. She understands how to manage a concern about a child's safety or welfare and knows what to do if an allegation is made about an adult in the household. She understands her responsibilities in relation to wider safeguarding issues, such as the 'Prevent' duty. The childminder maintains low child-to-adult ratios. This helps her to provide close supervision. She carefully considers children's safety. For instance, she makes sure she always sits with children as they eat and ensures the premises are secure.

What does the setting need to do to improve?

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

- enhance questioning skills to give children more time to think about their response and to answer before moving the conversation on.

Setting details

Unique reference number	EY235020
Local authority	East Riding of Yorkshire
Inspection number	10070274
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 April 2015

Information about this early years setting

The childminder registered in 2003 and lives in Pocklington, East Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector looked at the areas of the premises where childcare is provided and viewed the resources available.
- The inspector considered written feedback from parents.
- The childminder and the inspector jointly evaluated the effectiveness of activities provided for children.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during 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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