

# Childminder report

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Inspection date: 15 January 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 demonstrate high levels of well-being. They are happy, safe and full of energy. All children play cooperatively together. The childminder is a very good role model. Children respond positively to her calm and caring manner. They welcome her involvement as they play. The childminder encourages children to find ways to solve practical problems. They work together using blocks to make enclosures for the toy animals. Children find out that the enclosures need to have enough space to accommodate the different-sized animals.

The childminder uses children's current interests to develop their vocabulary. They learn the names of various dinosaurs and are keen to repeat these new words. The childminder encourages children to talk about the sea creatures after a recent visit to a local aquarium. Children recall the two tiger sharks that are going to have 'babies'.

The childminder ensures that the range of resources meets the needs of individual children. The youngest children become absorbed in operating mechanical toys to make them work. They scream in delight as they achieve a desired outcome. Older children have many opportunities to use their imaginations. They enjoy making up stories together about their favourite superheroes.

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

- The childminder supports children's mathematical development. She encourages children to play a favourite game together that involves counting objects and recognising numbers. Children begin to understand that numbers can indicate how many objects are in a set. The childminder encourages children to compare the sizes of different animals. She uses language such as 'taller' and 'longer' and demonstrates what these words mean. Children are keen to engage and spend time exploring and discussing their findings.
- Children learn about keeping themselves healthy. The childminder makes sure that they have time outside to enjoy fresh air and exercise. Children taste various fruits and vegetables. They enjoy comparing their healthy packed lunches during mealtimes.
- The childminder asks parents for their views on her setting. She values this information because it helps her to meet their individual needs. Recent feedback from parents is very positive. The childminder makes sure that children have the opportunity to decide what they want to do during the day. Children are keen and confident to talk about their favourite toys and the places they enjoy visiting.
- The childminder makes sure that children get off to a good start. She has flexible induction arrangements that help children to quickly settle. The

childminder takes time to find out children's starting points by talking to parents and through her observations. This helps her to accurately plan for children's next steps in learning. The childminder continues to have a good two-way flow of communication between home and her setting. She shares information about children's achievements in her setting and asks parents about their children's current interests and development at home. The childminder supports parents through a consistent approach, such as when babies are ready to move on to solid food.

- Children form strong emotional bonds with the childminder. They know that if they need some help or just a cuddle that she will always respond. Children's behaviour is good. They show respect for each other and the resources. The childminder makes sure that children have opportunities to learn about the wider world beyond their own. This helps children to understand that other cultures and communities have different customs and beliefs.
- Children learn through first-hand experiences about the natural world. The childminder takes them to various places, including farms and the beach. Children learn to keep themselves safe when they are near to the sea and learn how to handle animals. The childminder helps them to learn how to manage risks with confidence.
- The childminder plans the curriculum so that children have opportunities to experience all seven areas of learning. Children make good progress over time and are confident and independent learners. However, the childminder does not currently identify ways to continue her professional development to enhance her teaching skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her setting is safe for children. For example, she checks resources to make sure that they are fit for purpose. She completes regular risk assessments, including when taking children on outings, to identify and minimise potential hazards. The childminder is knowledgeable about current legislation around safeguarding. She attends local training and other meetings to ensure that she maintains her knowledge of safeguarding. The childminder describes the signs that may cause her to be concerned about a child's welfare. She knows her responsibilities in reporting concerns and has all contact details to hand.

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

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

- focus future professional development opportunities to develop the quality of education to the highest standards.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY276472                                                                          |
| <b>Local authority</b>             | East Riding of Yorkshire                                                          |
| <b>Inspection number</b>           | 10070277                                                                          |
| <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</b>       | 1 to 11                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 16                                                                                |
| <b>Date of previous inspection</b> | 27 January 2015                                                                   |

## Information about this early years setting

The childminder registered in 2003 and lives in Beverley, in the East Riding area of Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rose Tanser

### Inspection activities

- The inspector spoke to children and looked at recent parental questionnaires to gain their views on the setting.
- The childminder and the inspector completed a joint observation of an activity and discussed the learning that was taking place.
- The inspector observed the childminder's interactions with children to assess the impact of her teaching on their learning and development.
- The inspector asked the childminder how she plans to meet children's individual needs.
- The inspector looked at a range of documentation, including risk assessments, children's records and evidence of the suitability of household members.

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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