

Childminder report

Inspection date: 20 September 2024

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

The childminder ensures that children feel safe and secure. She is warm and kind. She shows a genuine interest in how children are feeling and in their lives at home. The childminder ensures that she gets to know children well. This helps her to plan activities and experiences that help all children to learn new skills and knowledge.

The childminder teaches children what is expected of them. She asks them what they need to do before they get something else out. Children say that they need to tidy up so that they do not fall over their toys. Children know where all the toys belong. The childminder rewards them for their hard work. She gives them stickers and praises them. Children say that they are 'proud'. The childminder has high expectations for all children.

The childminder promotes children's communication and language development. She reads familiar stories and sings rhymes and songs with them. Children enjoy listening to the 'Dingle Dangle Scarecrow'. After the story, they sing the song and do the actions. Even the youngest children join in by waving their hands and trying to sing along. Young children learn the names of animals. They find 'chickens', 'cows' and 'lions' to put inside a toy boat. The childminder models the animal names and sounds. This helps them to develop and practise new sounds, and develop their vocabulary.

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

- The childminder considers what skills she wants children to have by the time they go to school. She focuses on helping them to be able to communicate their needs and to be physically independent. She supports them to do this by providing lots of opportunities to practise skills such as dressing themselves. This ensures that children are well prepared for school when the time comes.
- The childminder introduces mathematics into everyday discussions. Children make comparisons as they compare each other's hair. They talk about whether their hair is long or short. The childminder introduces concepts such as 'big' and 'small' as children choose resources. She counts with them as they use building blocks. Children learn some simple mathematical concepts and language.
- The childminder encourages children to have a go and to try for themselves. Children use their thinking skills as they work out how to attach parts of a toy together. When children figure it out, they say, 'I did it.'
- The childminder talks to children about how they are feeling. She helps them to understand that they might be feeling tired and need to rest. Children are starting to understand about their own bodies and feelings.
- The childminder encourages children's imagination as they use building blocks to represent hats and telephones. They pretend to make calls and to blow into

pretend musical instruments. Children are confident and they enjoy having fun together as they all pretend to be a 'music band'.

- Occasionally, there is not enough balance between children choosing what they want to do and the provision of more focused learning. When the childminder asks children what they want to do next, they are sometimes unsure and overwhelmed. This occasionally means that children are not engaged in learning for short periods of time.
- The childminder ensures that she shares information with parents about what their children are learning. This helps them to continue learning at home. For example, when teaching children to put their shoes on independently, she encourages parents to practise this at home so that children learn these skills even quicker.
- Parents highly regard the childminder and appreciate the homely learning environment. They say that the childminder helps their children to become polite, well-mannered, confident and independent individuals.
- The childminder evaluates her provision and considers what she can do differently. However, evaluation is not yet tightly focused on her own teaching skills. Occasionally, she does not consider the ages and stages of all children when planning adult-led activities so that all children are motivated and engaged.
- The childminder seeks out and identifies training that she thinks will help to improve her knowledge. For example, she has completed training to help understand children's behaviour. This is helping her to ensure that she manages children's behaviour in a positive way.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use what she knows about children to plan more focused opportunities that support the individual skills she wants children to learn
- evaluate further her own practice to focus on how she can ensure that all children are consistently motivated to learn, particularly during adult-led activities.

Setting details

Unique reference number	EY292599
Local authority	East Riding of Yorkshire
Inspection number	10354500
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in the Snaith area of East Riding. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation of a communication and language activity.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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