

Childminder report

Inspection date: 10 March 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

Children are content and demonstrate that they feel safe and secure in the childminder's care. They are happy to see her and quickly settle into activities on arrival. Older children play well with younger children. The setting is homely and well organised. It promotes children's confidence and independence. Children move freely around the childminder's home. They decide what they would like to play with from the wide selection of resources and activities on offer. The childminder talks to children, using the mathematical language of shape, colour and amount. For instance, children count and describe the colours of different construction pieces.

Children behaviour is good. The childminder explains routines and reminds children what is coming next. Children understand the consistent boundaries set by the childminder and gain a deep respect for each other and the environment. The childminder consistently promotes sharing and turn taking. She has a kind and gentle manner with the children and encourages them from a young age to develop good manners, such as saying 'please' and 'thank you'. She praises the children for their achievements and this makes them proud and determined to succeed.

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

- The curriculum is planned well by the childminder. She observes children and has a clear understanding of what she wants them to learn. She plans activities that are based on their interests, and to support what they need to know next. For example, the children enjoy planting seeds and talk about how the seeds will need water and sunshine to grow. Activities like this foster their knowledge and understanding of the world around them.
- The childminder has developed good partnerships with parents, who speak highly of her and say that she is caring. She gathers useful information from parents about their children's routines before they start. This helps children to settle quickly and feel secure in the childminder's home. However, she does not consistently share children's developmental information with parents to support their continued learning at home.
- The childminder has established good relationships with staff at the local school and works closely with them to aid children's transitions. She helps children to develop the skills they will need for the future. Children are confident and self-assured individuals who meet their own health and self-care needs, such as washing their own hands.
- Children have a love of books and listening to stories. This is used highly effectively in supporting their communication and language development. The childminder regularly reads children stories and sings songs with them. She uses

every opportunity to introduce rich language and new vocabulary. For example, children confidently matched words to their opposites, such as 'short and tall' and 'near and far', showing a broad vocabulary.

- The childminder supports children's emotional well-being effectively. She understands their needs and offers reassurance when needed. She distracts their attention and takes them to play with familiar toys. Children quickly regain their confidence, demonstrated by cheerful, smiling faces.
- Children lead their own learning. They have fun as they pretend to prepare food and make cups of tea for the childminder and visitors. The childminder successfully supports children's awareness of healthy lifestyles. For example, children talk about their favourite vegetables and fruit as they play.
- The childminder takes children on outings in the community. They visit local parks and attractions as well as attending playgroups. This gives children opportunities to explore, socialise and challenge their physical skills.
- The childminder is reflective about the service that she offers and attends local authority cluster meetings for early years providers. She uses her evaluation to help her to identify her strengths and any gaps in her provision. The childminder has completed all mandatory training. However, she does not always focus her professional development on raising the quality of her teaching even higher.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge and understanding of the possible signs that may indicate abuse to children. She is fully aware of the local procedures should she need to report any concerns that she may have about a child's welfare. She has effective knowledge of wider safeguarding issues, such as protecting children from extreme situations. Children's safety is given high priority at all times and the childminder uses strong systems to keep children safe on outings. The childminder's home is kept safe and extremely clean to maintain children's health and safety.

What does the setting need to do to improve?

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

- strengthen the communication systems with parents to help them further support their children's learning at home
- focus training and professional development more precisely to help to raise the quality of teaching even higher.

Setting details

Unique reference number	EY292999
Local authority	East Riding of Yorkshire
Inspection number	10069311
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	3 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 August 2014

Information about this early years setting

The childminder registered in 2004 and lives in Gilberdyke in the East Riding of Yorkshire. She operates term time only, Monday to Wednesday from 7.30am until 5pm, except bank holidays and family holidays. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and curriculum are organised.
- A joint observation was carried out and evaluated by the inspector and the childminder.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- At appropriate times throughout the inspection, the inspector spoke to the childminder, children and parents.
- The inspector looked at relevant documents, including children's records, policies and procedures, training, and evidence of the suitability of the childminder and other adults living in the household.

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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