

Childminder report

Inspection date: 12 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are encouraged to develop confidence in social situations. They show emotional security in the childminder's care and interact well with their peers. The childminder takes children to local groups to provide them with a diverse range of experiences. For example, children develop confidence to socialise in larger groups. During dance classes, children listen and follow instructions as they develop their physical skills to move to the music. Children are kept safe due to the childminder's constant vigilance and reinforcement of clear rules and boundaries.

The childminder monitors children's progress from their starting points. She is skilled at responding to children's emerging needs and interests, as she creates purposeful learning experiences. Children remain focused in their play due to the childminder's positive engagement. For example, children develop their imagination when making a beach scene, using coloured sand. As they introduce boats into their play, the childminder introduces new words as she talks about the 'rigging' on the pirate ship. Children share their knowledge as they explain to their peers how they need to press buttons 'really hard' to open the boat.

Children's communication skills are continually supported as the childminder actively listens and responds to them. She asks questions, which encourages children to extend their spoken language skills as they engage in two-way conversations. A wide range of books, including factual books, are accessible to children. The childminder reads to children daily to help them become familiar with popular stories.

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

- When working with an assistant, the childminder oversees their work to ensure that standards are maintained. She works in partnership with parents to meet children's needs. Information is continually shared to ensure that parents are kept well informed about their children's progress and development. Parents praise the childminder's service.
- As the childminder carefully monitors children's progress, she promptly identifies any concerns with their development. This enables her to provide more-targeted support to any areas of concern. If children do not begin to catch up with their peers, sensitive discussions are held with parents and advice sought from other professionals. This ensures that children receive any additional support they need so that they can achieve.
- Regular reminders help children to develop good health and hygiene routines. The childminder uses discussions and planned activities to support children's growing awareness of oral health.
- The childminder allows children to freely explore and experiment in their play.

Children often choose or request resources, which are provided for them. At other times, the childminder makes an initial suggestion that sparks children's curiosity and interests. Children's attention is sustained in their play as the childminder knows when to intervene and when to allow children to develop their own play.

- When children begin playing in the water, the childminder encourages them to fill, empty and pour water into the different containers. She explains how this helps children to practise their pouring skills as they learn to develop control and coordination in their play. Activities such as these enable children to independently use a jug to pour their own drinks of water.
- Children move from the water tray and begin to pour the water onto the grass. They have great fun as they use their feet to splash in the puddles they make. When children request more water, the childminder explains she will fill their containers up once. Children listen, understand and respect the childminder's instruction. They choose to continue their game by scooping water out of the water tray.
- The childminder often makes suggestions to children as she tries to diffuse situations before they arise. However, by doing this, she is not allowing children to think through and find their own solutions to problems. For example, as children are playing in the playhouse, the childminder encourages them to say 'excuse me' and to not push past each other. She then goes on to explain that there is no space because of the soft-play shapes, which she then begins to remove for the children.
- Children learn to stay safe. For example, the childminder helps them to learn about road safety when out on walks. During trips to the beach, children are encouraged to learn about sea safety. Information is shared with children and parents, to help them to learn about staying safe when using the internet.

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:

- consider how to consistently support children to find their own solutions to problems they encounter in play.

Setting details

Unique reference number	EY299882
Local authority	East Riding of Yorkshire
Inspection number	10354496
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	0 to 9
Total number of places	12
Number of children on roll	9
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in the Anlaby area of Kingston-upon-Hull. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. She provides funded early education.

Information about this inspection

Inspector
Melanie Arnold

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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