

Childminder report

Inspection date: 28 July 2022

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 supports children's developing social skills extremely well. She involves children in planning the day and encourages them to listen to each other's ideas. Children demonstrate very friendly behaviour as they play together. They learn that they need to take turns when playing some games. The childminder sensitively reminds children that some popular resources need to be shared.

The childminder plans activities that build on children's experiences from home, such as a recent visit to the seaside. She places small-world sea animals into the water tray and encourages children to find ones which they have seen on their trips. Children are excited as they spot a jellyfish in the water. The childminder teaches them the names of less familiar animals, such as octopus and lobster. Children's growing vocabulary and language skills are very well supported.

Children have many opportunities during the day to be physically active. They spend a lot of time playing in the garden and the childminder takes them on regular walks. The childminder promotes children's self-care skills effectively. She works closely with parents to provide a consistent approach, for example, when children are ready to start toilet training.

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

- The childminder plans a curriculum that successfully builds on what children already know. She clearly explains what she wants children to learn. Children gain the skills and knowledge that will form strong foundations for the future. The childminder is very flexible in her approach, so that she can respond to individual children's needs and interests.
- The childminder teaches children ways to look after their health. She checks that children drink sufficient water during the day. The childminder works closely with parents to ensure that snacks and packed lunches are suitable. Children learn that washing their hands at appropriate times is an important part of staying healthy.
- Parents are very positive about the childminder's setting, describing it as home from home. They say that their children are safe, and their health and emotional well-being are supported effectively. Parents praise the different ways that the childminder communicates with them. They are kept well informed about their child's development. The childminder seeks parents' views to ensure that she continues to meet the needs of individual families.
- The childminder reads to children throughout the day. She makes sure that children's favourite books are always accessible. Children are captivated as she reads to them, and they keenly join in with familiar words and phrases. They develop a love of hearing stories and finding out information from books.

- The childminder has built strong partnerships with other settings that children also attend. They share relevant information about children that supports their well-being and learning across settings. As children get ready to move on to school, the childminder also shares important information. This enables schools to meet children's individual care and learning needs from the start.
- Children are keen to try different ways to achieve a desired outcome. This builds their confidence and problem-solving skills. Occasionally, the childminder offers to help children too soon. As a result, children do not always get the opportunity to test their own ideas to find which ones work best.
- The childminder teaches children about different customs and cultures. They find out how some children's cultures celebrate key festivals. The childminder shares books with children that give them an insight into other communities. They begin to understand the diversity of the wider world around them.
- Children gain a sound understanding of numbers. The childminder uses different contexts to support children's counting skills. She encourages children to count the number of legs on the octopus and the cups of water they need to fill a container. When children make a mistake, the childminder is very sensitive in her response. She praises their efforts and suggests that they check together. Children learn that making a mistake is a natural and valuable part of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust policies and procedures in place to support the health and safety of children, including a current first-aid qualification. She accesses regular safeguarding training to keep her knowledge up to date. The setting is well maintained and resources are of a high standard. The childminder recognises the signs that would make her concerned about a child's welfare. She clearly explains her responsibilities to report any concerns to the relevant services. The childminder has the relevant checks in place for all adults in her household.

What does the setting need to do to improve?

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

- help children to be more confident to develop their problem-solving skills further, by giving them sufficient time to try out their own ideas as they play.

Setting details

Unique reference number	EY337475
Local authority	East Riding of Yorkshire
Inspection number	10225902
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 September 2016

Information about this early years setting

The childminder registered in 2006 and lives in Beverley, North Humberside. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rose Tanser

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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk at the start of the inspection, to discuss and observe how children's learning and development and safety are promoted.
- The inspector and childminder completed a joint observation and discussed the impact on children's learning and development.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector gained the views of parents on the childminder's setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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