

Childminder report

Inspection date: 22 January 2025

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 show that they feel safe and secure in the childminder's care. They are not phased by a visitor to the setting as they continue with their play and activities with the close attention from the childminder. Children clearly know and understand routines. The childminder talks to them and tells them what is happening. For example, they know and say the name of the dog walker as she arrives at the door. Young children play happily alongside each other, venturing to and from the close support that the childminder gives them. All children are developing good speech and language skills as they say simple words and short phrases, using gestures alongside speaking. They eagerly join in with songs and rhymes and use sign language as they sing and talk. Children use shape sorters and enjoy filling and emptying containers and bags. They know when things are full and empty and are starting to use number names to count 'ducks' in a row.

The childminder manages to engage with all children at the same time. She brings them into her play and asks them questions about what they are doing. She helps them to behave well. She talks to them about waiting before they can to use toys that their friends have. The childminder is sensitive to children's personal care needs. She asks them if they need changing, waiting for their reply before doing so. She has very good knowledge about individual children's current stage of learning and development. She carefully observes them in their play and focused activities. This helps her to know and understand what she can do next in her teaching and what resources she can provide to best support their development.

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

- The childminder talks passionately about her aims for children in her care. Children's all round well-being is well supported, ensuring that children feel safe, loved, cared for and confident to be able to talk to people.
- The childminder works exceptionally closely with other agencies. They meet regularly to evaluate targets that are set to support individual children's development. She actively seeks advice and support when she meets challenges. This helps her to tackle situations positively and to be consistent with children's experiences away from her setting.
- Children have some opportunities to develop their physical skills, both indoors and outside. For example, younger children use the indoor furniture to cruise around and practise their walking skills. Children visit the local park and take part in other outdoor activities in the locality. However, children do not have regular access to the childminder's garden during wetter weather. They are sometimes restricted to playing all together in the same indoor area. This limits opportunities that children have to make their own decisions about where and what they play with, and opportunities to develop their physical and emotional

health are missed.

- Parents are very happy with the service that the childminder provides for them and their children. In partnership, the childminder and the parents share information between home and the setting effectively. Parents know that their children are 'content, safe and happy'. They also comment that 'nothing is too much trouble' for the childminder. Parents know and understand why the childminder focuses on teaching children sign language and gestures to use alongside talk. They say that they can see the benefit for all children.
- The childminder keeps herself up to date with current issues in early education. She has developed close relationships with her local authority adviser whom she seeks support from when needed. She is also part of an independent childminder's group who share information. The childminder listens and responds to discussions and takes action to improve her practice even further.
- The childminder reflects on her strengths and areas that she would like to improve. She thinks carefully about each child's funding entitlement and carefully plans how she can ensure that every child accesses the funding that they are entitled to.
- The childminder completes relevant training in a timely manner, such as safer sleeping. This helps her to know and understand published guidelines and ensure that she uses good practice in her setting. Parents are fully informed of the effective practices that she uses and are amazed at how well their children rest and sleep in the childminder's care. This supports parents' knowledge and understanding of the best approaches to take to ensure their child's safety at sleep time.

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:

- provide children with more opportunities to make independent choices about where and what they play with, including having more regular access to outdoor space during wetter months.

Setting details

Unique reference number	EY355507
Local authority	East Riding of Yorkshire
Inspection number	10368029
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 13
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2007 and lives in Drifffield. She operates all year round, except bank holidays and family holidays. On Monday, Tuesday, Wednesday and Friday, she operates from 7am until 5.45pm. On Thursday, she operates before and after school only. She provides government funded childcare.

Information about this inspection

Inspector

Jill Roberts

Inspection activities

- The inspector viewed the provision and talked with the childminder about the areas of her home that she uses for childminding purposes.
- The childminder and the inspector discussed how the childminder organises the early years provision, including her aims for the curriculum for all children.
- The inspector spoke with the children during the inspection and took account of the views of parents provided through written feedback.
- The inspector observed the quality of education being provided. She spoke with the childminder about the impact on children's learning.
- The inspector looked at a range of documentation, including a review of children's progress at age two years, a sample of development records and information about safeguarding policy and practice.

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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