

# Childminder report

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Inspection date: 6 February 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder creates a home-from-home environment where children feel safe and secure. Children have warm and secure attachments with the childminder and respond well to her positive interactions. The childminder takes time to settle new children into her home. This builds on their self-confidence and promotes their emotional well-being.

Children have a positive attitude to learning. The childminder plans a sequenced curriculum that is enriching and exciting for children. She has a good understanding of how children learn and responds quickly to children's interests to help ensure their involvement. For example, children enjoy engaging in small-world play with dinosaurs to build on their imagination skills. The childminder encourages children to learn the names of the dinosaurs. This supports children to successfully build the essential knowledge and skills they need for the future.

Children's behaviour is good. They listen and respond well to the childminder's guidance and instructions, such as when it is time to help and tidy up before snack time. The childminder has high expectations for children's behaviour and acts as a positive role model. For example, she encourages children to say 'please' and 'thank you'. The childminder regularly praises children to reinforce their positive behaviour.

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

- The childminder has a secure knowledge and understanding of child development. She uses regular assessments of children's progress to identify their next steps in learning. The childminder plans a range of experiences for children. For example, children enjoy activities that develop their fine motor control as they thread pasta tubes onto pipe cleaners. However, on occasion, the childminder overly directs adult-led activities and reduces the opportunities for children to develop and build on their own ideas and ways of doing things.
- The childminder supports children's early understanding of mathematics exceptionally well. She seamlessly weaves mathematical learning into children's play. For example, the childminder uses mathematical vocabulary to help children understand positional language, such as 'above' and 'under'. Children learn to count, recognise numbers and solve simple addition and subtraction problems as they play. Children are confident early mathematicians.
- The childminder supports children's language development well. She models the correct pronunciation of words and introduces new vocabulary. For example, children learn new words, such as 'carnivore' and 'herbivore', as they read a story about dinosaurs. The childminder gives clear examples and checks children's understanding to embed learning. Children consistently engage in

detailed conversations with the childminder and each other, building on their vocabulary.

- Parents feel well informed about children's progress and development through daily conversations and photos. The childminder effectively communicates what children need to learn next to encourage home learning. Parents appreciate the safe, nurturing and enjoyable experiences that the childminder creates for their children. They say that their children are happy, settled and look forward to coming each day.
- The childminder recognises the value of reading. She encourages children to develop a love of books and reads to them each day. As part of 'national storytelling week', children are asked to bring their favourite books in from home. However, the childminder does not always consider the length of story times. For example, younger children lose interest as the childminder reads them three books in a row. This means children do not necessarily fully engage in the intended learning.
- The childminder reflects on her practice, identifying strengths and areas for further development. For example, the childminder intends to develop her knowledge about children's mental health. The childminder works in close partnership with her local authority and the pre-school that children attend to further develop her knowledge and skills. She regularly asks parents and children for their feedback and incorporates this into her setting.
- Children are developing excellent independence skills. They manage their personal hygiene, such as washing their hands. They take off their shoes and coats independently when they arrive. Older children help to tidy up. For instance, they use a dustpan and brush to sweep up the pasta off the floor. At snack time, children set the table and make their own sandwiches. The childminder offers children consistent praise, which helps them to develop a 'can-do' attitude.

## 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:**

- increase opportunities for more child-led activities for children to further extend their own learning
- review the length of time of group activities to ensure that they support the engagement of younger children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY391665                                                                          |
| <b>Local authority</b>                             | East Riding of Yorkshire                                                          |
| <b>Inspection number</b>                           | 10375923                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 9 May 2019                                                                        |

## Information about this early years setting

The childminder registered in 2009 and lives in Hull. She operates term time only, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspector

Jennifer Cowton

### Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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