

Childminder report

Inspection date: 13 February 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 thrive from being in the childminder's care. They develop warm and nurturing bonds with the childminder. Parents and carers say that the childminder makes their children 'feel loved'. Children benefit hugely from this and are very happy and confident. The childminder has high expectations of all children, who make good progress from their starting points in development. She regularly visits children in their homes. This helps her to plan a curriculum that considers children's interests and what they can do at home.

Children have opportunities to move to music, showing confidence and self-assurance. They ask for toys from a shelf, and the childminder supports younger children sensitively to play safely with the small parts. Children are engaged and motivated by the range of learning experiences that the childminder provides. They show a positive attitude to their learning. The childminder is a good role model, which is reflected in children's behaviour and social skills.

Children have many opportunities to be out in the local community and experience nature around them. For example, the childminder takes them on walks to look at trees through the seasons. Children enjoy collecting leaves and conkers. They take part in the harvest festival at the church. The childminder takes children to the school library, which supports children to become familiar with the environment before starting school.

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

- The childminder accesses training regularly and provides professional development for any assistants she works with. They discuss together how the knowledge they gain can further support their practice with children.
- The childminder has a clear curriculum in place that is inclusive for all children. The childminder discusses observations of children with any assistants she works with. She plans activities to support the next stages of children's development.
- Children are highly engaged in their play. The childminder observes and listens to children very closely. She celebrates with children when they say new words. This helps children to be proud of their achievements.
- The childminder plans opportunities for children to explore and investigate. For example, children enjoy scrunching tissue paper and threading foil strands through their fingers. They fill cups with long beads and are fascinated with satin bows on their fingers. The childminder encourages children's curiosity to find the stars hidden underneath.
- Children have the opportunity to re-enact their own experiences through playing with small-world resources. The childminder has a close working relationship with families, which helps children to understand children's play.

- The childminder supports children to understand early mathematical concepts. Children enjoy pouring cereal into cups and bowls. They confidently count the number of scoops and compare the sizes of spoons.
- The childminder shares pictures of animals from familiar rhymes with children, who wait their turn and then excitedly sing rhymes together. She reads familiar stories to children, and they listen attentively. However, the childminder does not consistently support children's thinking skills through the questions she asks.
- The childminder works very effectively with other professionals to ensure that children and families get the help they need. She shares strategies swiftly with parents to support children consistently between her setting and home.
- Building strong partnerships with parents and carers is a key strength of the childminder. Regular daily discussions ensure that children benefit from consistent care and continuity in their learning. The childminder keeps parents well informed about their children's routines and ongoing progress. Parents express appreciation for the frequent and effective updates, which enable them to actively support their children's development at home.
- The childminder is passionate about supporting children to make healthy food choices. Children choose from a selection of chopped fruits and help themselves. The childminder talks to children about having more energy to play after eating. She closely observes children and offers flexible sleep routines to meet children's needs. This helps children to learn how to look after their bodies from a young age.

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:

- use questioning more effectively to further support children's critical thinking skills.

Setting details

Unique reference number	EY397055
Local authority	East Riding of Yorkshire
Inspection number	10372373
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	15 April 2019

Information about this early years setting

The childminder registered in 2009. The childminding provision is known as Manor Farm West and is located in Brough, East Riding of Yorkshire. The childminder works from the home of her mother, who works as her assistant each day. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers government funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Val Taylor

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the 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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