

Childminder report

Inspection date: 25 October 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

Children enjoy coming to the childminder's home. They are happy and busy during their time with her, enjoying a variety of different activities, designed to provide challenge and also follow their interests. Children confidently chatter away with the childminder and conversations are at the heart of the setting. They talk about what they are doing as well as excitedly joining in with a familiar story and songs. Children's behaviour is very good. The childminder praises them when they help her to tidy up or use good manners, such as saying 'please' and 'thank you'. Children develop good independence skills. They find a tissue after they sneeze and put their own shoes on before going outside.

Children learn in both the indoor and outdoor environments. They are keen explorers and enjoy learning, including finding out which items sink and float in water. They look carefully at plants that are changing over time and enjoy visits to the local park. This helps to enhance their knowledge and understanding of the world, builds on their physical skills and promotes their understanding of their local community. Children engage positively with the childminder, who is kind, patient and caring. They respond affectionately towards her and display strong attachments, which promotes their overall well-being.

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

- The childminder makes learning interesting. For example, she helps children to develop an understanding of capacity and volume through filling and emptying containers full of water. She ensures they are fully involved in finding things out for themselves and lets them think of their own ideas. For example, children put water and cars into the back of their tricycle, so that they can take them to other parts of the garden and see how much water is lost in the process.
- The childminder knows the children well, overall, and plans activities that follow their interests. She creates an environment where children enjoy their play and learning. However, the childminder does not demonstrate a detailed understanding of some of the developmental stages that children progress through in certain aspects of their learning, for example as they begin to learn how to write.
- Children make good progress in their learning from their initial starting points. In particular, children's communication and language skills are very well supported. The childminder uses a number of different methods to support these, such as sharing stories, singing action songs and rhymes, visiting the local library and engaging the children in conversation. Children are becoming skilful communicators.
- Parental feedback is very positive. They talk about how happy they are with the care their child receives while with the childminder.

- Overall, the childminder works well with other agencies to support children's learning. However, the childminder has not fully explored all ways that she can access advice from other professionals in order to fully support and compliment children's learning.
- The childminder provides patient, kind care to children who occasionally need extra help to manage their emotions. She works with parents to provide a consistent approach to the child so that they understand, manage and express their feelings in a positive way.
- The childminder supports the children to explore their local area, visiting different parks. She uses this as an opportunity to teach the children how to stay safe when walking on the pavement and continually risk assesses, always prioritising children's safety.
- Children regularly count in their play, sometimes matching the numbers on cars to spaces in their home-made garage. They recognise numerals shown on a large poster in the living room. During free-play, the childminder introduces words such as 'tiny' and 'small' to give context to size-related objects.
- The children learn how to care for small animals. They make food skewers for the resident guinea pig. This helps them develop an understanding of the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for concern about a child's welfare. The childminder understands what to do if a child arrives with an injury from home and the procedures to follow should she have a concern about a child in her care, including reporting to the relevant local safeguarding partnership. She is conscious of the signs that may indicate a child is at risk of harm and is able to talk through how she would handle different safeguarding scenarios. The childminder maintains a safe environment for children to play in and supervises children well.

What does the setting need to do to improve?

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

- enhance understanding of the developmental stages that children progress through to fully support their learning
- explore further ways to access advice from other professionals in order to fully support and compliment children's learning.

Setting details

Unique reference number	EY397662
Local authority	East Riding of Yorkshire
Inspection number	10235340
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 March 2017

Information about this early years setting

The childminder registered in 2009 and lives in Goole, in the East Riding of Yorkshire. She provides care all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jane Mumby

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Carers shared their views of the setting with the inspector.
- 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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