

Childminder report

Inspection date: 4 March 2020

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

The provision is good

Children are happy to attend this homely setting. The qualified childminder has high expectations for children and plans activities that build on what they know. Children benefit from the ability to choose from a vast array of toys and activities that meet their needs and interests. For example, they engage imaginatively with role play and thoroughly enjoy making pizza and discussing their preferences for toppings. Children welcome the childminder into their play and engage with their friends. The childminder knows the children in her care well. Children are confident to make their needs known. For example, younger children take the childminder to where they would like to play next and point to what they want. The childminder responds instinctively, following their interests.

Warm and caring relationships are evident between the childminder and children. Children demonstrate that they feel safe and secure in her care. For example, they snuggle in and go to the childminder for a reassuring cuddle if needed. The childminder is a good role model. She has clear expectations for children's behaviour and encourages them to use good manners. The childminder works closely with local pre-schools that children also attend. This helps to ensure continuity in children's learning and development.

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

- The childminder promotes children's mathematical and problem-solving skills effectively. For example, she helps children to identify the numbers on a birthday cake and discusses with them how old they will be on their next birthday. The childminder uses mathematical language as children put the cake together and understand that there are pieces missing from the circle. However, the childminder occasionally misses opportunities to provide more challenge to support further progress.
- The childminder organises her home well to ensure that children have access to a good range of toys and play equipment appropriate to their age. Children demonstrate that they feel safe and are at ease within the company of the childminder, as they go to her for cuddles and snuggle into her for reassurance as needed.
- The childminder has a secure understanding of how children learn and develop. Children are at the centre of her practice. The childminder often allows children to take the lead in their own learning, based on what interests them. As a result, they are eager to engage in activities and show high levels of concentration. The childminder knows children well. She accurately plans their next learning steps from what they already know and can do. As children play, the childminder intervenes at appropriate times to promote their learning.
- The childminder reflects on her practice to identify areas for development. She

attends mandatory training to fully meet legal requirements, including child protection and paediatric first aid. However, she has not maximised her professional development opportunities to consistently enhance her knowledge and extend her teaching skills to an even higher level.

- The childminder encourages children to develop good early literacy and communication skills throughout all activities. She engages in extensive conversations with children, using good questions. The childminder ensures that children have enough time to think before making their responses. Children have access to a wealth of books which they use and enjoy. The childminder makes sure that these are changed regularly to ensure that children's interest in, and love for, books is sustained.
- Children demonstrate their knowledge of problem-solving and develop their skills for the future as they learn about cause and effect. They investigate how things roll off the shopping basket when it is overturned and at an angle. Children explore how various items stay on when it is flat.
- Partnerships with parents are well established. Parents arrive at the childminder's home relaxed and confident in the care and education that she provides. The childminder keeps them informed about every aspect of their child's day. She talks with children and parents about events at home to enable her to build these into her practice.

Safeguarding

The arrangements for safeguarding are effective.

The qualified childminder has a good understanding of safeguarding issues. She has accessed training on safeguarding to ensure that she keeps up to date. The childminder has a range of information available for reference on all aspects of safeguarding, including the 'Prevent' duty. She is confident in the actions she would take if she had concerns about the welfare of a child. Risk assessments are conducted regularly within the childminder's home and when on outings. These help her to identify and minimise potential hazards and keep children safe.

What does the setting need to do to improve?

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

- target specific professional development to ensure that the standards of teaching are consistently at the highest level
- make better use of the opportunities to extend children's learning during activities.

Setting details

Unique reference number	EY410187
Local authority	East Riding of Yorkshire
Inspection number	10117492
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	3 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in Bubwith, Selby. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector completed a learning walk with the childminder. She observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.

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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