

Childminder report

Inspection date: 29 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 quickly settle into the childminder's welcoming setting. They form close bonds with the childminder and speak to her with much affection. The childminder is an excellent role model. She is calm and loving in her interactions with children, which strongly supports their emotional development. Children demonstrate a strong sense of belonging.

The childminder has high aspirations for all children and fosters a love of learning. She plans a broad curriculum that focuses on the different needs and interests of children. The childminder finds out from parents what their children already know and can do during their initial meetings together. The childminder highly values this information, that allows her to plan for the different care and learning needs of children from the start.

The childminder nurtures children's love of books. She plans times during the day to read familiar and new stories to them. Children are attentive and show much interest in the pictures and story plot. They help to turn the pages as they eagerly anticipate what is going to happen next. Children enjoy learning the meanings of new words, such as 'dragon' and 'rooster', as they listen to a story about Chinese zodiac animals.

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

- The childminder uses her observations of children effectively. She knows what skills and knowledge children have embedded and what they need to learn next. The curriculum is well sequenced to ensure that children make good progress over time.
- Children are well behaved and follow the childminder's requests positively. They fully cooperate, for example, when the childminder asks them to tidy the resources before going for a walk. The childminder praises their efforts and offers much encouragement. Children enjoy this praise and develop very positive attitudes that enhance their confidence and well-being.
- The childminder supports children's social development well. She encourages children to be considerate of others, for example, by sharing the popular toys. Older children are very caring towards the babies and toddlers. They fully include them in their play activities. Mealtimes are very sociable occasions. Children sit together, chatting to each other about various topics. They learn the important skills and attitudes that help them develop good friendships with each other.
- Parents and carers are very positive about the childminder's standards. They praise the levels of care she provides for their children. Parents say their children are very happy in the setting. They value the regular two-way flow of

information that is shared between home and the setting. Parents comment on the many exciting activities the childminder plans for children.

- The childminder has strong partnerships in place with the local school. She shares relevant information to promote a consistent approach in meeting children's different needs. However, the childminder has not yet established links with other settings that children also currently attend.
- Children show much independence as they play and explore the resources. For example, babies confidently locate their favourite books for the childminder to read to them. Older children spend time creating snacks with the toy food and offer these to the childminder and visitors. Children are confident to ask for some help when needed. The childminder offers just the right levels of support so children still feel empowered.
- The childminder teaches children about different cultural celebrations, such as Lunar New Year. Children experience some of the customs involved in this special event. They learn how to do dragon dances and make brightly coloured lanterns for the festival. Children begin to understand the different ways people celebrate the special times in their lives.
- Children have regular opportunities to explore their own community. The childminder plans visits to the library and to local groups. She takes children on walks and teaches them about the importance of conserving nature. Children learn about ways they can support wildlife. For example, they make feeders for the birds to provide them with additional food.

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:

- build partnerships with other settings that children also attend, to promote a consistent approach in meeting children's care and learning needs.

Setting details

Unique reference number	EY425696
Local authority	East Riding of Yorkshire
Inspection number	10367928
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	1 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Beverley, in the East Riding of Yorkshire. She operates all year round, from 7.30am to 5.15pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification. She offers government funded childcare.

Information about this inspection

Inspector
Rose Tanser

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including her curriculum intent.
- The inspector and the childminder discussed the impact of the planned activities on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and read recent testimonials from them, to gain their views on the childminder's setting.
- The inspector spoke to children to find out about their time at the setting.

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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