

Childminder report

Inspection date: 1 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 are happy and settled. They greatly enjoy their time with their childminder. They benefit from a warm, trusting relationship with the childminder and their friendships with each other. Children's confidence and behaviour is exceptional. The childminder acknowledges the affect that the COVID-19 pandemic has had on children's development. She has worked hard to promote their social skills to minimise the impact on their behaviour and learning.

The childminder provides a broad and interesting curriculum that excites and inspires children. She successfully harnesses children's interests. For example, when children talk about the guinea pigs next door, the childminder skilfully includes all areas of learning into an activity. She quickly organises resources so that children can feed them. Children confidently talk about what guinea pigs like to eat and that they are difficult to count because they move around. They skilfully use knives and scissors to prepare the cabbage and they talk about the shapes they have made. Children are then excited to climb up to see over the fence as they throw the cabbage over. Parents confirm that their children love the range of activities and outings at the setting.

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

- The childminder knows the children very well. She understands their individual interests, personalities and learning needs. She prepares them well for the next stage in their learning, including their move to school. Parents appreciate the childminder's huge contribution to their children's education.
- Children's behaviour is exceptional. There is a very pleasant atmosphere. They say 'please' and 'thank you' to each other as they play. Children respond quickly to requests. For example, when the childminder asks them to take the bowls back into the house or to take their shoes off as they come indoors, they cheerfully comply. Children confidently take part in the inspection process. They talk fondly about their favourite activities and outings. They are proud of what they know and can do.
- The childminder helps the children to enjoy a healthy lifestyle. Children have fun learning outdoors in the childminder's garden. Children develop their strength and balance as they run, climb or push the roundabout. Children follow the instructions to wash their hands properly after outdoor play and before they eat. They know which is their own hand towel. This promotes their good health.
- The childminder helps children to remember what they have planted. Sometimes they are quite thoughtful as they pick and stir the herbs to make perfumes. They experiment as they put different items into the scales to balance them. They learn when potatoes can be harvested. Children are excited to dig up their first potatoes. They talk about the different sizes, shapes and colours of potatoes as

they wash them.

- The childminder speaks clearly to children and helps them to learn new vocabulary. She repeats key words to aid younger children's pronunciation. Older children's speech is impeccable. They demonstrate an extensive vocabulary. For example, they talk knowledgeably about the 'buddleia' bush in the garden and explain clearly how to use the 'stethoscope' in the doctor's set.
- Children enjoy songs and have fun acting rhymes out that support their learning in other areas. For example, older children correctly predict how many speckled frogs are left as they take turns to jump off the bridge. However, at times, the childminder sings too quickly for the younger children to join in.
- The childminder is well organised in all aspects. She works well with other agencies and childcare providers. She appreciates the regular support from the local authority. She keeps important training such as paediatric first aid and safeguarding up to date.
- Children develop a love of books, particularly fiction books. They joyfully retell their favourite stories. For example, they exclaim that the tiger 'drank all the water in the taps!' as they chat about the Tiger who came to tea. Their regular visits to the library further enhance their love of stories. However, there are times when easily available, non-fiction books could enhance children's learning even more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that a child might be at risk of harm. She keeps information from the local authority carefully filed. This helps her to find their contact details should she be concerned about a child's welfare. The childminder watches children carefully and helps them to learn the skills they will need to keep themselves safe. Children's excellent behaviour also promotes their safety. They are used to listening to and heeding the childminder. This means that the childminder is confident to take them swimming or to theme parks and zoos regularly.

What does the setting need to do to improve?

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

- consider how children's language and learning could be even further enhanced.

Setting details

Unique reference number	EY428190
Local authority	East Riding of Yorkshire
Inspection number	10074794
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 February 2016

Information about this early years setting

The childminder was registered in 2001 and lives in Drifffield. She operates all year round, from 8am to 6pm on Monday, Tuesday, Thursday and Friday. The childminder closes for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Pat Edmond

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 provider.
- The inspector observed children taking part in a range of activities both indoors and outside.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- The inspector read parents' written testimonials and took their views into account.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks, information about the children and local authority guidance.

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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