

Childminder report

Inspection date	29 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is caring and nurturing and knows the children in her care exceptionally well. As a result, children are settled and show high levels of involvement and emotional well-being.
- The childminder provides a homely environment for the children. They explore freely and build their confidence. This helps them to feel safe and secure.
- Partnerships with parents are good. The childminder keeps parents well informed about their children's welfare and learning. They work well together to support children's learning at home and in the setting.
- The childminder's planning is extremely effective in supporting children's learning and development. As a result, children are making progress and are well prepared for the next stages in their learning.
- Children's behaviour is good. The childminder is calm and sensitive towards children's needs. She encourages them to take turns and share, and frequently praises their achievements. She helps children to gain confidence and respect for one another.
- Occasionally, the childminder does not maximise opportunities to encourage children to think critically, solve problems and develop their own ideas further.
- The resources provided for children do not reflect diversity as fully as possible, to support them in learning about other cultures, similarities and differences.

What the setting needs to do to improve further

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

- recognise when children need more time to think for themselves, solve problems and extend their own ideas and learning further
- provide more opportunities for children to develop their understanding of differences in society, to further encourage them to value and respect the similarities and differences between themselves and others.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector observed the interaction between the childminder and the children and considered the impact this has on children's learning.
- The inspector looked at samples of children's learning files and records, along with a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She looked at a range of written feedback from parents.
- The inspector and the childminder jointly evaluated an activity together.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to keep children safe in her environment. She is aware of the different signs which might indicate a child is at risk of harm. She knows how to respond to any concerns about a child's well-being appropriately. The childminder regularly evaluates the setting, seeking the views of parents and children. She has clear plans to improve the setting to further support children's learning. For instance, the childminder plans to develop her professional skills to benefit children with special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well, along with their families. She works in partnership with parents, involving them in their children's learning, including when assessing children's starting points. The childminder's assessments of what children can do are precise. She plans suitably challenging activities to support children's learning across all areas of development. She observes children carefully and re-shapes activities following their lead. For example, when playing a ball-rolling game, children adapt what they are doing, overall making up new rules for the childminder to follow. The childminder supports children's communication skills, physical skills and social and emotional development well. For example, children take turns and join in a group singing activity using props to support their choices. The childminder plans different outings to help children learn about the wider world. For example, they visit the local park, playgroups and the library each week.

Personal development, behaviour and welfare are good

Children have access to a wide range of resources, overall. The childminder offers a diverse curriculum designed to promote children's next steps in learning. Children are well behaved and polite. They listen carefully to the childminder and to each other. For example, older children encourage younger children to join in their play. The childminder helps children to become independent in managing their own personal needs. For instance, they access the bathroom independently and practise pouring their own drinks at snack time. The childminder supports children to learn about being healthy through physical activities and healthy eating.

Outcomes for children are good

Children are making progress from their starting points. They are working comfortably within the range of development typical for their age. The childminder supports children's early literacy skills and mathematical development well. For example, they practise counting as they fill different containers with pasta. Children are well prepared for the next stages in their learning, including the eventual move to school.

Setting details

Unique reference number	EY537448
Local authority	East Riding of Yorkshire
Inspection number	10079110
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

The childminder registered in 2016. 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. She provides funded early education for two-, three- and four-year-old children.

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