

# Childminder report

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Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder and her assistants provide a warm and welcoming environment, where children are excited to learn. The settling-in sessions enable children to quickly become familiar with the daily routines and build strong bonds with the adults in the setting. Children separate easily from their caregivers and explore the stimulating environment with confidence.

Children display good behaviour. The childminder and her assistants are good role models. They praise children for taking turns and sharing with their friends. They listen carefully as the children try to express their feelings and ideas through their developing language. They help the children to communicate their wants and needs.

The childminder knows the children well. She tracks the progress of their development and tailors activities to follow their interests. For example, children hunt for dinosaurs in the outdoor area. They compare their sizes and match them with the dinosaur pictures on their clothing. The childminder ensures that all children have targets to work towards and plans for the next steps in their learning. She recognises when additional support is required and seeks help from other professionals to address this. This means that children make good progress.

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

- The childminder supports children to develop their communication and language skills through ongoing, gentle dialogue. Children learn new words to extend their vocabulary as the adults encourage them to 'twist' and 'turn' the screws in the construction tray. They gather around and listen to their voices echoing as they hide in the tyres. Children enjoy singing as a group and this contributes to their ongoing language development.
- Children awaiting speech and language intervention are supported with strategies to work towards developing their communication skills further. The childminder and her assistants use clear pronunciation and repetition, building on children's existing skills.
- Children have opportunities to develop their gross motor skills. They confidently climb the steps to the slide and shout, 'Watch me!' They kick the balls into the goals and respond with pride as the childminder praises them. This contributes to their self-esteem and gives them confidence to challenge themselves further.
- Children of all ages develop their independence through routine activities. They learn how to wash their hands before snack time and how to peel the bananas. They cut up the fruit and wipe their faces afterwards, checking in the mirror that they are clean. This encourages them to develop self-care skills.
- The childminder supports children to develop their mathematical knowledge as

they talk about sizes and make comparisons during play. They use effective language, such as 'bigger' and 'smaller'. However, the childminder does not always build on these skills and use routine counting.

- The childminder prepares children for the next stage of their learning and moving on to school. She ensures that children are able to put on their shoes and coats and use the toilet independently. This supports them to manage the transition.
- Parents are highly satisfied with the care provided by the childminder and her assistants. The childminder keeps them fully informed about their child's progress daily and through regular assessments. They appreciate the ideas given to them to support their child's learning at home.
- The childminder supports her assistants to develop their practice through ongoing training and research. She provides effective supervision to monitor the pressures of their work and identify areas to improve their knowledge.
- The childminder regularly evaluates her practice and is committed to continuing to raise standards in the setting. For example, she recognised that enabling children to hang up their own coats and put their shoes away would contribute to their independence skills. She changed the environment accordingly. She seeks feedback from parents and other childcare providers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants demonstrate a good understanding of different aspects of safeguarding. They know the action they would take if they were concerned about a child's welfare. Staff visually assess risks in the premises and take action to minimise these. They ensure that children are aware of risks both in the setting and when out and about. They remind children about being careful when using tools and equipment.

## What does the setting need to do to improve?

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

- build on children's mathematical awareness, providing further opportunities for spontaneous counting.

## Setting details

<b>Unique reference number</b>	EY284189
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10286674
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	30
<b>Date of previous inspection</b>	20 November 2018

## Information about this early years setting

The childminder registered in 2004 and lives in Anlaby, Hull. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with assistants.

## Information about this inspection

### Inspector

Dawn Woodhouse-Wykes

### 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 childminder and has taken that into account in their evaluation of the provision.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke with parents to gain feedback on the care and education provided.

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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