

# Childminder report

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Inspection date: 30 May 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 provides a warm and welcoming setting that helps children to settle very quickly. She has a consistently calm, sensitive manner and is very responsive to children's care needs. Children form strong emotional bonds with the childminder, which supports their well-being and mental health. They behave really well and demonstrate friendly behaviour towards others.

The childminder plans the sessions effectively around children's interests and learning needs. She nurtures children's curiosity and problem-solving skills. For example, children are excited to explore ways to release toy animals that are encased in blocks of ice. The childminder encourages children to try different approaches to free the animals from the ice. Children have time to discover what works best for them. They gain the confidence to come up with their own ideas and concentrate well to achieve the desired outcome.

Children enjoy pretending to be different characters, such as a chef in a café, and become fully immersed in their roles. They ask the childminder what she wants to eat and then pretend to cook the food, using a toy microwave and oven. The childminder sensitively joins in with their play. She encourages children to explore their ideas fully through their role play.

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

- The childminder plans a curriculum that builds on what children know and can do. She works closely with parents, right from the start, to identify children's individual learning needs. Children make good progress over time and gain essential skills and knowledge that will support them as they move on to school.
- Children have access to a wide selection of books and enjoy choosing stories to share. They listen carefully when the childminder reads familiar and new stories to them. Children learn new words, such as the names of animals and their habitats. They are keen to tell the childminder what they have remembered, for example where polar bears and penguins live.
- The childminder works in partnership with other local childminders. They plan regular events together where children can meet with others. The childminder also has well-established links with the local school that children move on to from her setting. She shares relevant information so teachers can support individual children's needs as they start school.
- Parents express very positive views about the childminder's setting. They know that their children are safe and happy. Parents value the information that the childminder shares with them about the activities that their children have enjoyed. Parents describe how their children have grown in confidence and independence since attending the setting.

- Children gain an understanding of factors that contribute to a healthy lifestyle. They enjoy regular opportunities to be physically active on walks and visits to local parks. The childminder reinforces the importance of good hygiene practices, such as regular handwashing and teeth brushing. She supports parents with ideas for providing children with healthy packed lunches.
- The childminder takes children on visits to different amenities, such as local museums. Children begin to understand how people lived in the past and the changes that happen over time. They are keen to tell visitors about their experience of travelling in an old coach that was 'dark' and 'uncomfortable'.
- Children learn to count objects and begin to recognise numbers in the environment. The childminder encourages children to notice patterns and match objects. Children confidently describe the different colours and shapes as they search for matching pairs of socks in a favourite book. They build a strong foundation in their mathematical skills.
- The childminder completes all training required for her role. She has focused her recent training on ensuring that her knowledge of safeguarding is strong. However, the childminder has not currently identified ways to develop her teaching skills further so that they have even more impact on children's learning and development.
- The childminder helps to foster children's understanding of the cultural diversity of the world. For example, children learn how different communities celebrate special times of the year. They develop an awareness of the similarities and differences between themselves and others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust policies and procedures to ensure the safety and welfare of children. Her home is well maintained and she makes sure that the resources that children use are suitable and in good condition. The childminder undertakes risk assessments of her setting and when she takes children on outings. She teaches children about keeping themselves safe, for example when crossing roads. The childminder demonstrates a good knowledge of the signs of possible abuse or neglect. She confidently describes the signs that could indicate a child is being radicalised. The childminder understands her responsibility to report any concerns to relevant services.

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

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

- identify opportunities for professional development to enhance existing skills and knowledge further in order to raise the quality of education to the highest levels.

## Setting details

<b>Unique reference number</b>	EY314459
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10285724
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 October 2017

## Information about this early years setting

The childminder registered in 2006 and is located in North Humberside. She operates all year round, from 8am to 5pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Rose Tanser

### 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 her evaluation of the setting.
- The childminder explained to the inspector her curriculum intent that details what she wants children to learn. She described how she uses her observations of children to inform her curriculum plans.
- The inspector spoke to parents and looked at written feedback from them during the inspection to gather their views on the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder provided evidence that required policies and procedures are in place.

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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