

Childminder report

Inspection date: 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The childminder helps children to be happy and settled in her setting. Children jump up and down and laugh with excitement and anticipation during games and activities. They are capable learners, who join in with planned activities, showing high levels of engagement.

Children follow instructions well and understand the routines of the day. They learn to be resilient and confident, receiving guidance and support from the childminder when required. She has high expectations of herself and the children. Children develop independence skills through putting on their own coats and shoes and completing tasks, such as washing their hands. They learn to make healthy choices and try new foods at snack time, including pomegranate and mango.

Children are good communicators and chatter to each other throughout their time at the childminder's. They enjoy sharing stories, conversations and songs, listening carefully as the childminder reads a story. Children join in with parts of a story that are familiar to them and develop their vocabulary as the childminder models the correct pronunciation of words, such as rhinoceros. Children tidy up with enthusiasm and they follow instructions very well, working together as a team to complete the task in hand.

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

- The childminder creates a calm environment, where children work together to complete games. Their behaviour is excellent, they take turns well, wait patiently when needed and follow routines of the day.
- Children form strong relationships with the childminder, who is attentive to their needs. She involves them in decision-making and ensures that they have plenty of opportunities to voice their needs and wants. However, the childminder does not always allow children time to answer a question, before she prompts them, or asks them another, to fully extend their communication skills.
- Relationships with parents are excellent. Parents comment on how well the childminder cares for their children and how pleased they are to see their child develop and learn so much. They say how well the childminder communicates with them which, in turn, helps to create an environment of trust and a consistent approach for their children.
- Children learn about their local community and wider world through visits to see the horses, duck pond and local garden centre.
- A well-thought-out and planned curriculum teaches children about the natural world. They experience new things, such as trying to free animals that are frozen in ice. They begin to problem solve, thinking of ways in which to melt the ice, learning from testing out their ideas. However, such activities are tidied

away before children can re-visit and embed the learning that is taking place to extend their skills even further.

- The childminder begins to prepare children for the next steps in their early education. She helps them to form recognisable letters in their name, when they are developmentally ready, and shares their pride and excitement when they do so.
- The childminder captures a range of information before children start and uses this to help them move smoothly from home to her setting. She has a good knowledge of what the children enjoy doing and eating at home. She helps broaden children's diets by encouraging them to try new foods and uses her enclosed garden and the local amenities to promote children's physical development.
- Using knowledge gained from attending training, the childminder is reflective about her setting and makes changes for the benefit of the group of children who attend. For example, reducing changes made to the continuous provision has created a calmer and more consistent play space.
- A range of sensory resources are used to help children explore different textures. They are paired with funnels and bottles, so that children develop their understanding of capacity and volume, to enhance their mathematical learning.
- Children's safety is very important to the childminder. They learn about the importance of being safe when walking next to roads and what to do to help keep themselves safe from harm.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe environment for children, both indoors and outdoors. She keeps her knowledge of safeguarding up to date through attending relevant courses. She has relevant and useful information displayed on her notice board, so that all contact numbers are easy to find should she need them. The childminder has a broad knowledge of different aspects of child protection, such as cuckooing and female genital mutilation. She is able to explain the signs and symptoms that may indicate abuse is taking place and the action to take should she have any concerns. This includes correctly reporting her concerns. The childminder has arrangements in place to record and monitor accidents that happen within her care and also injuries children have sustained before they arrive.

What does the setting need to do to improve?

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

- use more effective strategies to extend children's communication skills to a higher level
- leave activities out, so children can consolidate, revisit and repeat their learning.

Setting details

Unique reference number	EY103716
Local authority	East Riding of Yorkshire
Inspection number	10295331
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	0 to 8
Total number of places	10
Number of children on roll	10
Date of previous inspection	5 December 2017

Information about this early years setting

The childminder registered in 2002 and lives in Welton, Brough. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Mumby

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 childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting with the inspector.
- The inspector spoke to children, to find out about their time at the childminder's setting.
- The childminder spoke to the inspector about their intentions for children's learning.

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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