

Childminder report

Inspection date: 30 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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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 thrive in this small and unique setting. The childminder helps children to develop a strong sense of belonging. They benefit from the warm relationships with the childminder and her family. For example, children rush in, raising their hands for a hug when they have been away for some time. They know they are welcomed and loved. The childminder creates a safe and stimulating environment. Children are motivated to explore because they feel safe and secure. The space is well planned with a good mix of indoor and outdoor play to support children's development and well-being.

Children develop excellent communication skills. Toddlers use basic sign language to support their developing spoken language. This helps them to express themselves before they can say the word clearly. The range of inspiring resources means that there is always something interesting to talk about. Children talk about the animals in their favourite book and are excited to show they have found a matching toy bear. They love to talk to adults because they know they will be listened to. This supports their learning, safety, and overall well-being.

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

- The childminder is developing a deep knowledge of child development and how to support children's good behaviour. She is keen to learn even more. She has considerable experience in dealing with a range of developmental needs. This means that she handles minor disputes with great calmness and professionalism. She uses praise clearly, so that young children know exactly what is expected of them. For example, she says 'good waiting', to the children, or 'thank you, that's good tidying' as they play. After a minor dispute over a toy, children spontaneously hug their friends because they are praised for 'lovely sharing'.
- Children love books, stories, and rhymes. Babies pull themselves up on the sturdy bookcase to help themselves. They enjoy the feel of the pages and are sometimes interested in the pictures. Toddlers join in enthusiastically with action rhymes and are beginning to learn the words to accompany the actions. They often sing nursery rhymes as they play. For example, they spontaneously sing 'Twinkle, Twinkle Little Star', when they notice a star on the wall.
- Good quality conversation is at the heart of everything the childminder does. She gets to know the children well and knows what they need to learn or practice. She supports their development effectively across all areas of learning. For example, she helps children to count the puzzle pieces and match the shapes and colours as they play. Children develop good recall and make links in their learning. When they find a hedgehog in a book, they point to where they had been talking about a hedgehog-shaped flowerpot earlier. Babies enjoy copying animal sounds and are praised warmly when they copy toddlers who ask for a

banana.

- The childminder creates purposeful routines that support children's good health and development. Children are happy and settled because they know what is going to happen next. For example, they automatically go to wash their hands after playing outdoors and before eating. They settle quickly for their nap after lunch.
- The childminder helps children to enjoy a healthy lifestyle. Toddlers have fun developing their strength and balance outside in the fresh air. They learn to push and steer the wheeled toys carefully. Babies develop their physical skills as they cruise around the furniture indoors. The childminder reminds them to drink their water after being active. This keeps their bodies and brains hydrated. They all enjoy fresh fruit with their meals.
- On the whole, the childminder balances the needs of young children very well, despite the differences in their ages and abilities. Children also learn to respect each other's needs. For example, toddlers agree to come indoors when they know the baby is getting tired. However, occasionally, children are less involved in the activities than they could be. For example, they watch the others, rather than take part, when outdoor activities do not quite match their level of development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 of all ages could be even more equally involved in all the activities and opportunities provided.

Setting details

Unique reference number	EY368267
Local authority	East Riding of Yorkshire
Inspection number	10304894
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	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2008. She operates all year round. At the time of the inspection, the childminder was working Tuesday and Thursday, from 7.30am to 6pm during term time. She offers variable hours to meet parents' needs during school holidays, except for bank holidays and her own family holidays. The childminder holds a childcare qualification at level 3. She occasionally works with an assistant and is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- This was the first routine inspection the provider 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning. This was also seen in practice.
- The inspector observed children taking part in a range of activities, both indoors and outside. They assessed the impact this has on children's learning, development and welfare.
- The inspector read parents' written testimonials and took their views into account. Children communicated freely with the inspector during the inspection.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates and information about the children.

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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