

Childminder report

Inspection date: 20 August 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 have close bonds with the childminder, who provides sensitive support to all children. This helps children to settle quickly and feel safe. The childminder carefully considers the different ages of children at the setting. She plans the environment to engage all children in a range of learning experiences. This helps children to be active learners. For example, children find props in a song bag. Older children set up the material for a pretend pond. Younger children excite in dancing the ducks on the pond as they all sing 'Five Little Ducks'. This helps children to develop their social skills as they work together.

The childminder encourages and praises children's good behaviour. As a result, children demonstrate care and consideration towards each other as they play. The childminder plans for children's individual needs. She builds on their interests and considers the seven areas of learning. For example, when children show an interest in planting in the garden, the childminder plans opportunities for them to plant a range of vegetables. She encourages children to help them grow. This supports children's critical thinking skills as they decide what the plants need next and helps to develop their understanding of the world.

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

- The childminder knows what she wants children to learn in the setting. She has high ambitions for children. For example, the childminder wants all children to leave ready for school as confident and independent learners. She knows what children can do and carefully builds on this. As a result, all children make good progress in their learning.
- Children develop a love of stories, songs and rhymes. They recite 'The Gruffalo' story together. As children sing 'There's a Spider on the Floor', they excitedly use their bouncing spider. They remember the words to the song, as it is one of their favourites. This supports children's developing communication and language skills.
- The childminder supports children to develop their early mathematical skills as they play. Children learn to use their fingers as they count to five. Younger children count 'one, two, three'. The childminder praises children for their good counting skills. As a result, children make excellent progress in their mathematical development. This supports them to be ready for the next stage in their learning.
- The childminder provides lots of opportunities for children to learn about British values. For example, they visit the polling station together and learn about how to vote. The childminder encourages children to vote for the book they would like to read. This supports children to understand democracy and fairness.
- The childminder supports children's emotional well-being. She provides children

with comfort and support when needed. The childminder chooses stories that talk about feelings. However, she does not always take time to identify how children feel throughout their day. For example, if children cry, although the childminder is sensitive she does not label this feeling as 'sad'. This means that children do not always learn the skills to help them to manage their own feelings and emotions.

- Children's behaviour is good. The childminder carefully uses routines during the day to support children to develop their personal and social skills. For example, children sit together at mealtimes. They show excellent manners and happily wait until others are finished before they go back to play. The childminder gives children positive praise. Children respond well and develop the skills to manage their own behaviour.
- The childminder gathers relevant information from parents to help her to understand what children know and can do. She works closely with parents to support them with their children's learning and development. Parents comment on the excellent support and advice they receive from the childminder. They speak highly of the progress their children are making with her.
- The childminder supports her assistant to further develop their practice. They reflect on what is working well and what could be improved even further. They work well together and share ideas. As a result, they carefully consider their practice and make quick improvements.

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:

- help children to manage and understand their emotions further, such as by building on opportunities for children to identify and talk about their feelings.

Setting details

Unique reference number	EY294383
Local authority	East Riding of Yorkshire
Inspection number	10360857
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Hessle, North Humberside. She works all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katherine Lakes

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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