

Childminder report

Inspection date: 2 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a close bond with the childminder, which supports their emotional well-being. Children show that they feel happy, safe and secure in the childminder's care. For example, they are confident to introduce themselves, and interact with unfamiliar adults, as they play. The childminder works closely with parents to settle new children into her home. She finds out information about children from their parents, such as their routines, and what they like to do. This helps the childminder to plan exciting activities and experiences to develop their learning.

Children play well with each other. The childminder is a positive role model. She has high expectations of children's behaviour and supports them to develop good manners. Children understand clear boundaries and show respect towards each other. Older children enjoy supporting their younger peers. For example, they remind younger children to say 'please' and 'thank you', and find toys for them that they like. Children receive meaningful praise for all their achievements.

The childminder promotes a healthy lifestyle for children. They have access to physical play each day. Children enjoy healthy, nutritious snacks and meals that support their well-being. For example, children are offered fresh fruit and home-cooked meals each day as part of their balanced diet.

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

- The childminder provides support for children with special educational needs and/or disabilities (SEND). She is alert to signs that children may need additional help. The childminder works in close partnership with parents and shares information regularly. This means that children with SEND are well cared for and make good progress in their learning.
- Children do well in their speech and language development. The childminder provides children with a language-rich environment. She skilfully models language and extends children's vocabulary, as opportunities arise. For example, children listen intently as the childminder explains how the sun will help to melt the ice and free the toy shark.
- The childminder has completed all required mandatory training. However, she has not engaged in professional development opportunities that focus on developing her knowledge and skills to an even higher level. As a result, she has not raised the quality of the provision even further.
- Children go on regular trips in the local community and have many opportunities to socialise. For example, children often attend local toddler groups, where they learn to interact with other children, and take part in group activities. The childminder plans outings which allow children to have real-life experiences,

such as going on buses and trains, as they explore the local area. This provides children with opportunities to develop their social skills and learn about their local community.

- The childminder knows children well and has a good understanding of their individual needs. She gathers detailed information when they start, and uses this knowledge to plan a clear, well-ordered educational programme. Children take part in activities that build on their interests. The childminder monitors progress and identifies any emerging concerns in children's learning. As a result, children receive effective support and any additional help they may need.
- Partnerships with parents are good. Parents make positive comments about the care their children receive. For example, they share that they feel well supported by the childminder and are happy with the progress their children are making. The childminder and parents work closely together to ensure the best outcomes for the children.
- Children have many opportunities to develop their literacy skills. The childminder encourages children to develop an understanding of letters of the alphabet. For example, children explore letters and develop their early writing skills, as they form familiar letters from their names.
- Overall, children begin to develop good levels of independence. For example, they make choices about their learning and select their own resources. However, children are not consistently encouraged to do things for themselves, for example to wash their own hands or face. This means that opportunities to develop their independence skills are not always identified or promoted.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that might indicate that a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. This includes the wider safeguarding issues, such as being exposed to and developing extremist views and behaviours. She undertakes regular training to update her knowledge. The childminder maintains a safe home environment.

What does the setting need to do to improve?

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

- engage in more professional development opportunities to enhance knowledge and skills further, and to raise the quality of practice and teaching to the highest level
- increase the opportunities available for children to develop independence and self-care skills.

Setting details

Unique reference number	2496438
Local authority	North Yorkshire
Inspection number	10206530
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 6
Total number of places	8
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2019 and lives in Skipton, North Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children.
- Parents shared their views of the setting with the inspector.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector jointly observed a planned indoor activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with 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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