

Childminder report

Inspection date: 28 January 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 develop a strong bond with the childminder, who provides a caring and welcoming environment. Children settle quickly and they confidently explore the resources on offer. The childminder is caring and attentive to the children's care needs. She responds to them sensitively and in a timely manner. Children demonstrate that they feel safe, secure and comfortable. They seek reassurance of the childminder in the presence of strangers.

Children play alongside each other harmoniously and they behave well. They learn about acceptable behaviour as the childminder acts a positive role model, praising their achievements and reminding them about sharing. Children also learn to keep themselves and others safe. The childminder reminds them to be mindful when walking around the home and the importance of not running indoors.

Children are exposed to a language-rich environment. The childminder talks through what is going to happen next during the day and sits and talks to the children during mealtimes. Older children eagerly join in role play and confidently tell the childminder what role she must take on, when dressing as a mermaid. Children enjoy taking part in the wide range of experiences the childminder provides and are often taken out into the local community.

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

- Overall, the childminder has high expectations for all children. They respond well and listen carefully to her instructions, such as when they perfect skills in preparing their lunch of scrambled eggs. Children are prepared and ready for the next stage in their learning.
- The childminder uses her qualification well when supporting children. She understands how children learn best and skilfully uses this knowledge to enhance children's self-chosen play. The childminder assesses children's development well. All children, including those in receipt of funding, make good progress. She knows the children's starting points, which supports her to identify what children need to learn next. She plans a wide range of suitable activities. That said, occasionally, activities do not always provide sufficient challenge for the most able children to extend their learning even further.
- Children's mathematics skills are supported extremely well in their everyday play. For example, when playing with ice, children use positional language and decide if containers are 'full', 'half full' or 'empty'. At snack time, children look at how many strawberries they have and how many more they will need to ensure everyone has a fair share. Children confidently work out that they need nine strawberries to provide everyone with three, and tell the childminder how many more they need.

- Children develop positive attitudes to their learning. Three-year-old children show high levels of confidence with activities. They confidently put on their own aprons as they prepare paint on ice blocks. They select from the range of brushes available and talk confidently, watching the colours change as they merge. The childminder talks with the children. She provides narration and extends their language as they consider and predict what will happen over time as the ice melts. To sustain their interest, the childminder photographs each block, enabling them to make comparisons later.
- The childminder works extremely closely with parents to help settle new children, which helps to support their emotional well-being. For example, she asks parents to complete a detailed 'All about me' document. This helps her to get to know each child and provide individually tailored care that is consistent with their home routines.
- Parents' comments are extremely positive. They comment that activities available engage and challenge the children and that the childminder is well organised. The childminder works closely with other settings that children attend, to ensure there is a seamless approach to children's learning.
- The childminder ensures that all checks are in place for everyone in her home. She reflects on her practice, and identifies areas for development. She completes all statutory training and some online webinars. However, she has not yet fully implemented a carefully targeted programme of professional development in order to further raise the quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe in her care. She ensures that she keeps up to date with the latest child protection information. The childminder is able to identify the potential signs of abuse. She knows the procedure she must follow if she has concerns for a child's safety or welfare. Children are kept safe. The childminder checks her home each day for potential risks to children's safety and minimises them. She understands the signs that a child may be at risk from extreme views and opinions and knows how to act on this

What does the setting need to do to improve?

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

- consider ways to provide most-able children with more challenge to maximise their learning
- continue to access professional development opportunities to further develop teaching to the highest level.

Setting details

Unique reference number	2504537
Local authority	North Yorkshire
Inspection number	10206538
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Tockwith. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 her evaluation of the provider.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation and evidence of the suitability of household members.
- Parents' views were gathered through written feedback.

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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