

Childminder report

Inspection date: 30 July 2021

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

The childminder is aware of the potential effects of the COVID-19 (coronavirus) pandemic on children and families. For instance, she delivered craft resources and books to each family. This enabled her to keep in touch and helped ease any anxieties when children returned to her care.

Children learn about the wider world. They learn how things grow by planting potatoes in an allotment. Children visit the local farm and delight in picking strawberries. The childminder regularly takes the children to visit local parks and woodland areas. Children learn how to manage risk. For instance, the childminder teaches children about road safety on trips and outings.

The childminder provides a warm and welcoming environment. There is a good range of resources, which is displayed attractively and easily accessible. Children form strong attachments to the childminder. She provides reassuring words and cuddles when children are unsure and require extra support. Children's behaviour is good. They remember to use good manners. Children are happy, and are kind and caring towards each other. For instance, they share resources and take turns when filling a rolling pin with buttons. The childminder is a good role model and has high expectations for children. She speaks calmly and gently to children.

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

- The curriculum is well planned so that children acquire important skills as they progress through the different stages of their development. The childminder checks children's knowledge and understanding consistently. She is skilled at planning activities so that children achieve their learning effectively.
- The childminder supports children's communication and language skills well. She encourages younger children to name objects, and repeats words and phrases back to them. The childminder uses a wide range of questions when speaking to older children. For instance, she challenges children to recall what happens to the caterpillar when it is in his chrysalis. This encourages children to think more deeply.
- Parents speak positively about the childminder and the service that she provides. They say that their children enjoy going. Parents describe the childminder as 'flexible and caring', and say she goes 'above and beyond' to meet their children's needs. The childminder maintains contact with parents and has daily discussions with them during doorstep drop-off and collection times.
- The childminder supports children's mathematical development effectively. For instance, children count the number of cups they have in each colour. The childminder extends this further by asking how many cups there are all together. Children identify different shapes when painting and talk about the different

colours they are using.

- The childminder has a secure understanding of her role and responsibilities. She is committed to updating her skills and knowledge. The childminder has plans to complete further childcare qualifications. She has clear intentions of enhancing children's experiences further. This includes improvements to the garden to extend learning opportunities for children outdoors.
- Overall, children learn how to look after themselves. For instance, they are encouraged to take off and hang up their own coats and neatly put their shoes next to the door. However, at snack time the childminder completes tasks for older children that they can complete themselves. This prevents older children from developing their independence skills at the highest level.
- The childminder has experience in supporting children with special educational needs and/or disabilities. She explains how she has tailored activities to help all children make good progress.
- Children become deeply absorbed in painting activities. Younger children enjoy squeezing and smearing the paint over their paper. Older children confidently talk about how the colour of the paint changes when two colours are mixed.
- During the pandemic, the childminder has adapted her settling-in procedures to take place in the garden. This supports children well to move from home to the childminder's setting. The childminder collects good information from parents about their children's abilities when they first start. This means that she has consistent information to help her plan for children's learning from the start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to protect children from harm. She has a thorough understanding of the signs that may indicate a concern about children's welfare, including neglect and extremism. The childminder knows the procedures to follow to report any such concerns. She gives children's safety a high priority. The childminder has completed safeguarding training to keep her knowledge up to date. She maintains a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- further enhance opportunities for older children to be independent and complete everyday tasks for themselves.

Setting details

Unique reference number	2505967
Local authority	North Yorkshire
Inspection number	10191733
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	3
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Harrogate. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Judith Bodill-Chandler

Inspection activities

- This is the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed an evaluation of a planned activity.
- The inspector spoke with parents about the care and education being provided by the childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed with the inspector her learning intentions for children.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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