

Childminder report

Inspection date: 22 June 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

Children are extremely happy and settled in the childminder's care. The home is a warm and relaxing environment and has a wide range of resources to enthuse children in their play. The childminder is nurturing and calm in her responses to children. She knows the children well and is able to meet their individual needs. This ensures that children are safe and secure in the setting.

The childminder has high expectations for the children. She is aware of the sequencing of children's learning and understands the basic skills they need to build on to make good progress. The childminder plans a range of activities which children may not experience at home. For example, they nurture caterpillars and watch how they grow. They enjoy jumping in muddy puddles and playing in the mud kitchen. This builds their fascination with the outdoors and nature.

Children behave very well in the childminder's care. She role models good behaviour and manners, and children respond well to her. She encourages children to share and to be kind to their friends.

Although parents no longer enter the setting due to the COVID-19 (coronavirus) pandemic, the childminder supports children to adapt to the new routines and separate from their caregivers. During national lockdowns, the childminder has maintained contact with families who have been unable to attend her setting.

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

- Children progress well. The childminder has an effective curriculum in place to support their individual learning goals. She knows the children well and is able to talk about the intentions for their learning. She plans for their next steps to enable them to progress. For example, she supports a newly mobile child to become more stable and confident in their new skill.
- The childminder supports children to extend their range of vocabulary. She uses engaging storytelling to hold children's attention, as they anticipate what is over the page. She encourages young children to develop their small-muscle control as they feel the different textures in the tactile book. They excitedly lift the flaps to reveal a surprise.
- The childminder uses repetition to enable children to practise new words. She recognises the negative impact the use of a dummy may have on a child's developing speech. However, she does not consistently take steps to discourage this use to support children to pronounce words and sounds correctly.
- The childminder assesses children effectively to ensure that she tailors learning opportunities to their individual needs. She uses her observations and knowledge about children's starting points to ensure that she addresses any

gaps identified in their learning. For example, she recognises that children born during the COVID-19 pandemic may have had fewer opportunities to socially interact with others. She plans activities which support children to develop their social skills, such as carpet games.

- The childminder reminds children not to do certain things, in order to keep them safe. However, she does not consistently give children reasons why things are not safe so that they learn to understand and manage their own safety. For example, when children bang on the glass in the door, she asks them to stop but does not explain why this may be dangerous.
- The childminder engages successfully with other settings that children attend. She shares information to ensure that children's emotional well-being and educational development are fully supported. This enables her to identify, and plan to address, any gaps in children's progress.
- Parents speak very highly of the childminder. They report that she communicates well with them about the progress their children are making. She assists parents with ideas to build on at home, to offer children wider learning opportunities and build on their interests. She ensures that children settle easily at the setting by providing a range of settling-in periods which meet the children's and their parents' needs.
- The childminder evaluates the quality of her setting. She keeps up to date with childcare developments. She reflects on her provision and the areas she would like to develop further. For example, she has taken steps to provide children with an improved outside play experience. She has changed the environment to allow them to have free flow between indoors and outdoors.
- The childminder wants children to learn how to be independent. Children learn how to look after themselves. They develop their independence skills by learning to put on their coats and shoes. They know the importance of washing their hands regularly and understand about germs and hygiene. This promotes their physical health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands the signs and symptoms of abuse. She is aware of the action to take should she have concerns about a child's welfare. The childminder has a good understanding of the wider aspects of safeguarding, such as how to keep children safe online. The childminder is mindful of the risks to children inside and outside of the home. She does not take children to places until she is familiar with them and has carried out a risk assessment.

What does the setting need to do to improve?

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

- improve support for children to develop their speech and language by monitoring the use of dummies while they are talking
- develop children's understanding of safe practices by helping them to be aware of why we do things and giving explanations to help them make sense of our actions.

Setting details

Unique reference number	2515422
Local authority	North Yorkshire
Inspection number	10197668
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	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Selby, North Yorkshire. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector viewed the play spaces and observed interactions between the childminder and the children.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures and training certificates.
- The inspector took account of the views of parents who were spoken with during the inspection.
- The inspector viewed areas of the home that are used for childminding.

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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