

Childminder report

Inspection date: 27 June 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

The childminder's gentle, caring manner helps children to feel safe and secure in her care. They play happily and enjoy the good range of activities that she provides. Children behave well. The childminder is aware of the social experiences that some children have missed due to the COVID-19 restrictions. She takes them to activities in the local area to give them experience of being part of a larger group. Children learn to consider the needs of others, take turns and share.

All children benefit from a broad and balanced curriculum. Older children, who are fascinated by trains, concentrate while they build a track for their engines. They try again when the pieces do not quite fit together. They are fluent and confident talkers. For example, they remember previous learning, such as a journey on a train. Younger children are curious and keen to explore. They happily play alongside older children and show a great interest in what they are doing. Children benefit from regular outdoor play. They develop balance and coordination, for example, when riding scooters in the garden. They enjoy painting with ice and watch what happens as the frozen blocks melt.

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

- Children engage well in a wide range of activities that appeal to their interests. The childminder provides a balance of planned adult-led activities and opportunities for children to play independently. She encourages them to explore and investigate. For example, they play with different types of sand and talk about how it feels in their fingers.
- The childminder observes children at play and identifies what they need to learn next. Plans for older children are well focused on helping them to learn more and remember more. Occasionally, plans for younger children are more general. At times, they are included in activities that are more appropriate for the older, most-able children. That said, all children make good progress in their learning.
- Children develop a good understanding of technology. Babies quickly learn how to operate programmable toys. Older children complete activities on an interactive screen. These activities also help older children to learn to identify letters and numbers.
- Children are curious about the world around them. They delight in looking closely at a spider that they find. The childminder uses such opportunities to extend children's learning well. She talks to them about where spiders live and what they eat.
- The childminder knows children well, and generally considers their heritage and experiences in her plans for their learning. However, she does not consistently include other languages that children speak in her setting. She has not considered how this could help to strengthen children's language development

even further.

- Children learn about healthy lifestyles. Strict hygiene procedures help them to understand the importance of keeping their hands clean. They enjoy fruit and vegetables at snack times, and talk about how they are 'good for you'.
- The childminder uses an online system to share information about children's activities with parents. She has some contact with other settings that children attend. However, she has not considered ways to share more-detailed information about children's learning to provide a more-consistent approach and extend this even further.
- The childminder reflects on her practice. She takes note of what children are interested in and provides resources that will also support their learning. She asks parents for feedback to help ensure that she meets the children's needs consistently. She seeks out professional development opportunities to help her to build on her good teaching.
- Children are independent. They enjoy the responsibility of simple tasks. For example, they help to tidy away toys and cut up their own food at snack times.
- Parents compliment the childminder. They all refer to her as 'part of the family' and are grateful that their children 'are making wonderful memories'.
- The childminder is sensitive to young children's natural frustrations. She calmly manages their behaviour and resolves conflicts quickly. Older children learn right from wrong, and about the effect their actions can have on others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She knows about signs and symptoms that can indicate that a child is at risk from harm. She has clear arrangements to record and report any concerns about a child's welfare. The childminder keeps her safeguarding knowledge up to date, for example, through regular training. Good procedures help to keep children safe while in her care. She checks all areas and equipment frequently to ensure they are safe and suitable for children. The childminder holds a paediatric first-aid qualification, which helps to ensure that children receive appropriate care in the event of illness or an accident.

What does the setting need to do to improve?

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

- focus even more precisely on what the youngest children need to learn next and help them to make even greater achievements in their learning
- share more-detailed information about children's learning with parents and other professionals involved in their early education
- value and include other languages that children speak, more consistently.

Setting details

Unique reference number	2522676
Local authority	North Yorkshire
Inspection number	10208148
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	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Richmond, North Yorkshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 her and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childcare and talked about her curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder talked to the inspector about leadership and management matters. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on people living at the address.
- The inspector spoke to children at appropriate times during the inspection. She took account of parents' views from written feedback provided.

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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