

Childminder report

Inspection date: 22 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder is passionate about her work with children and their families. She places them at the heart of everything she does. Children are happy and settled in the childminder's care. They demonstrate a very strong sense of belonging. They move with ease and confidence around the childminder's home. Children develop secure relationships with the childminder and seek reassurance from her when needed. They demonstrate excellent levels of independence and manage their self-care needs very well. The childminder creates a homely environment. Older children enjoy supporting and playing with younger children.

The childminder is a positive role model to children. They are kind and respectful towards each other. They behave exceptionally well and are very polite. Children enthusiastically communicate with others. They are eager to explain what they like to do and what they have learned with the childminder.

Children benefit from the childminder's good overall understanding of how children learn and develop. The curriculum is ambitious and she shows a strong commitment to supporting children's emotional well-being. The childminder supports children's understanding of diversity and the wider world. Children are aware of the diverse society they live in. They learn about cultures and beliefs that are different to their own. For example, they find out about Diwali. Children deliver cards and tea light holders to their Hindu neighbours. They are delighted when they receive gifts in return.

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

- The childminder models new and exciting language for children. This broadens their vocabulary and extends their descriptive language as she responds to their interests, for example in the trails left by planes in the sky. Children tell the inspector 'Look at all the contrails!' as they excitedly point towards the sky.
- Young babies are supported to develop early language and literacy skills. They enjoy listening to stories and songs. The childminder repeats words and phrases as she talks to them. Young babies smile and respond well.
- The childminder places a strong emphasis on the importance of outdoor learning. She ensures that children are active outdoors every day. They enjoy fresh air and exercise, for example, older children enjoy running around the natural maze in the spacious garden. They run around, negotiating space and confidently changing directions and speed. The childminder joins in with children's self-initiated play and calls out 'move left' and 'move right' to build upon their ideas. Children giggle with delight as they anticipate the next instruction.
- Children deepen their understanding of their surroundings when the childminder

takes them on outings. They understand the importance of looking after the environment as they point out litter in the local area. This develops an understanding of how to be responsible.

- Children learn to identify and manage risks. They know to 'look left and right' before crossing the road and confidently exclaim, 'Nothing on my side' before they move safely.
- Children enjoy home-cooked meals. They sit at the table to eat together and confidently use the correct utensils. Young babies enjoy eating finger food, they try different tastes and textures. They control their fingers as they pick up and eat bananas and blueberries. This effectively supports their physical development.
- The childminder helps children to express their feelings. Children are sensitively encouraged to express how they feel. Children also learn to recognise the feelings of others. This contributes to supporting their emotional development. Children build secure, meaningful friendships. They show empathy and respect for others. For example, they comfort their best friend after a tumble and give hugs to reassure them.
- Partnerships with parents are strong. Due to the COVID-19 pandemic, the childminder has reduced the time parents spend in the setting. She gives them information about their child's day through discussions. She provides detailed messages containing information about children's progress.
- Parents provide information about what their child can already do when they start at the setting. However, the childminder does not effectively use this information when she makes her initial assessments of children, to develop a more individualised approach in supporting their learning.
- The childminder accurately identifies areas for development through self-evaluation. For example, she has recently completed training in understanding epilepsy and administering medication. The childminder specifically chose this course in order to improve her knowledge in this area to support children with medical conditions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms, which may indicate that a child is at risk of harm. The childminder has a clear understanding of wider safeguarding issues and knows the procedure to follow and professionals to contact if she has concerns. She ensures her first-aid qualification is kept up to date. Children practise fire evacuations with the childminder so that they know what to do in an emergency. She strictly follows additional hygiene measures as a result of guidance issued due to the COVID-19 pandemic.

What does the setting need to do to improve?

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

- make better use of information gathered from parents when children first start attending to promote more rapid progress from the outset.

Setting details

Unique reference number	2538915
Local authority	North Yorkshire
Inspection number	10208646
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector

Claire Crumpton

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 inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector sought the views of parents.
- The inspector sampled various documents, including paediatric first-aid qualifications and public liability insurance.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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