

Childminder report

Inspection date: 27 May 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 receive a warm welcome when they arrive at the childminder's house. They confidently separate from their parents to join their friends. There are plenty of opportunities for children to engage in interesting activities, both inside and outdoors. They persevere as they work out how to fit different number shapes into a puzzle. They enjoy experimenting with different resources as they play with sand and water. Children make good progress in all areas of learning because of the high-quality interactions with the childminder as they play together.

Children are very polite and helpful. They are learning to share and to take turns. They all get a chance to choose a story and to press the buttons on interactive books. The childminder gently reminds children of how they should be kind to each other and play together.

Parents are delighted with how quickly their children have settled in. They recognise the progress their children are making, especially in their speech and their confidence. Parents are welcome to come into the childminder's house, where they receive regular updates on their children's learning and development.

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

- The childminder has a good understanding of the areas of learning appropriate for the children in her care. She knows the next steps children need to achieve in order to progress. She skilfully introduces colours and numbers into children's play. Children go on trips and visits to help them to understand more about the world around them. They develop their physical skills as they manoeuvre ride-on cars in the garden. They can access a wide range of different books and stories.
- Supporting children's speech and language development is a high priority for the childminder. She constantly introduces new vocabulary as children play. She points out different parts of a fire engine. She correctly names a wide range of musical instruments and describes the sounds they make. She asks the children questions and gives them time to respond. This supports children to become confident communicators.
- The childminder helps children to learn by providing a good range of activities based around their interests. At times, learning could be extended further by introducing further challenge to children's play. For example, children enjoy using various musical instruments. However, they are not given opportunities to extend their learning by following instructions when using the instruments or playing them while listening to familiar songs. The childminder does not give children opportunities to solve problems by considering how to turn their paper strips into crowns.
- Children show extremely high levels of concentration as they decorate crowns

for the Jubilee celebrations. They choose from a wide variety of different craft resources. Children develop their dexterity as they pick up small jewels and stick these onto paper. When they are finished, children proudly wear their crowns and are delighted to show them to their parents.

- Children demonstrate they can wash their hands independently. They put on their own aprons. At times, the childminder does not consistently support children to develop their independence. For example, at snack time, their banana is peeled and cut up for them. The childminder talks about how she is supporting children to extend the range of healthy food the children will eat. However, she only provides the fruit she knows the children like. She does not ask them if they would like to try something else too. This does not encourage children to make more independent choices about the food they eat.
- The childminder reflects on her practice and welcomes feedback. She is currently developing her outdoor learning environment. She has considered the impact of the COVID-19 pandemic on children's learning and development. As a result, she is considering ways of increasing opportunities for children to socialise, for example, by attending local stay and play sessions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to identify that a child may be at risk of harm or neglect. This includes an awareness of the signs a child may be the victim of grooming. The childminder is confident to have sensitive conversations with parents if she believed children's needs were not being met at home. She knows about the different support services available and how to make safeguarding referrals. The childminder makes sure her home is safe and secure. She teaches children about road safety when they are out and about.

What does the setting need to do to improve?

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

- consider how to extend learning opportunities, so that children make even more progress
- support children to become more independent at snack time and in their self-care.

Setting details

Unique reference number	2546043
Local authority	North Yorkshire
Inspection number	10214803
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Hampsthwaite, North Yorkshire. She operates all year round from 7.30am to 5.30pm Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jan Batchelor

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning and how she assesses their progress.
- The inspector carried out a joint observation of a creative activity with the childminder.
- Parents shared their views of the provision with the inspector.

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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