

Childminder report

Inspection date: 28 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 happy and independent in this welcoming setting. Even the youngest and newest children settle easily and soon become confident. They explore freely, accessing a wide range of interesting resources. Children are building secure relationships with each other. They initiate play and seek each other out to share experiences. For example, children become immersed in painting with different materials. They show wonder as they use a sponge to soak up their paint. They watch intently as it drips out again when they squeeze it. Children use soft brushes to paint their hands, observing how mixing red and white paint makes pink.

Children have benefitted from interesting activities that the childminder has given them to complete at home during the COVID-19 (coronavirus) pandemic. They have shared story books with their parents and sung favourite nursery rhymes. Children who speak English as an additional language join in with the familiar rhymes enthusiastically. This has been highly successful in helping children build on their language and communication skills. The childminder has high expectations for all children. They are learning to manage their own behaviour and beginning to understand the impact their behaviour has on others. They learn to play cooperatively, to share and wait their turn.

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

- The childminder has a secure understanding of children's skills and abilities. She works closely with her co-childminder to plan an interesting curriculum. For instance, children are exploring growth and development by monitoring the progress of tadpoles. They link this to how their body moves. The childminder has given them a 'challenge of the week' to complete at home. They explore how they can leap like a frog. Pictures from home show children practising in the supermarket.
- Children's self-chosen play is balanced well with adult-led activities. The childminder uses activities effectively to promote children's thinking and introduce new words. For example, they discuss that dinosaurs are 'extinct'. The childminder clearly explains what this means. She uses descriptive language, such as 'Ginormous' and 'Huge' and uses physical gestures to demonstrate how big that is.
- Children enjoy outdoor play in all weathers. The childminder enhances their learning experiences through trips to different places. They learn to identify risk and keep themselves safe during visits to the public paddling pool and the beach. Regular trips to the park help them to extend their physical skills. The youngest children sleep outside in the fresh air during good weather.
- The environment is organised well so that children can move and combine resources. The childminder gives children plenty of uninterrupted time to make

connections and repeat activities. For example, children use waterspouts to wash paint from their hands. They show delight as the paint flows into the water and changes its colour. They enjoy emptying and filling different containers, holding their hands out so that they can feel the water flow over them.

- Children enjoy using a wide range of technology, such as solar powered resources and wind-up toys. However, the childminder does not always follow children's lines of enquiry during their play. For instance, when the waterspout stops working children pick it up and examine it. The childminder overlooks the opportunity to help children understand how it works and how they might fix it.
- Parents are positive about the care their children receive. They say that the childminder is kind and caring. They greatly appreciate the activities the childminder has shared with them during the pandemic using a range of social media platforms. These have continued since their children have returned to the setting. Parents use the system for sharing observations and assessments regularly. They like that grandparents can also access it which means they can also be involved in children's learning.
- The childminder has a sound understanding of her role and responsibilities. She works closely with her co-childminder to evaluate their provision. She has clear plans for the future. For instance, she plans to install a canopy so that she can provide even more opportunities for outdoor learning. The childminder updates her skills and knowledge on a regular basis.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children. She has clear, effective procedures in place for keeping children safe during the pandemic. For instance, only essential visitors are permitted in the setting. The childminder understands how to identify children who may be at risk of abuse, or exploitation. She understands the procedures to follow if she has a concern about a child or an adult. The childminder helps children to keep themselves safe, such as showing them how to cross the road safely. She follows up any absences promptly to make sure that children are safe and well.

What does the setting need to do to improve?

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

- build on children's questions during their play and explore with them how things work, or might be fixed.

Setting details

Unique reference number	2546282
Local authority	North Yorkshire
Inspection number	10197991
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. She works from her own premises and that of her co-childminder. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about toys they play with when they attend the setting.
- The inspector spoke to parents and also took account of parents' views from written feedback.
- The inspector observed teaching. She talked to the childminder about how she evaluates the provision.
- The inspector completed a joint evaluation of an activity with the childminder.

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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