

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 confident and happy in the childminder's care. She provides a warm, friendly environment where children settle easily. They explore the indoor and outdoor play areas freely, accessing a broad range of resources that capture their interest. Children build strong relationships with the childminder and each other. They learn to play together, to share toys and wait their turn. For instance, babies smile and wave their arms in anticipation as the childminder rolls a ball to them and they roll it back. The youngest children join in with singing familiar nursery rhymes enthusiastically. They laugh and clap along to the rhythm of 'Miss Polly had a dolly'. Older children develop early writing skills when they use their fingers and tools to make shapes in paint.

The childminder has high expectations for all children. They are learning to manage their own behaviour. They are encouraged to use good manners and to think about how their behaviour impacts on others. Children have enjoyed interesting activities that the childminder has provided them with during the pandemic. She has shared books for children to read at home with their parents. The activities have been highly successful in maintaining children's link with the setting and promoting continuity in children's learning.

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

- The childminder uses observations and assessments to develop a secure understanding of children's skills and abilities. She obtains children's starting points from parents and encourages them to share observations of children's learning at home. The childminder uses the information to plan an interesting curriculum. Although the intent of activities is clear, at times, the childminder does not fully consider each child's learning needs. For instance, in an activity with children of mixed ages, the younger children lose interest and move away. This means they are not supported to make the best possible progress.
- The childminder has a good understanding that some children have had little social interaction outside of their family unit during the pandemic. She places a strong focus on helping children to build relationships and confidence in new situations. The youngest children demonstrate empathy as they rock a doll in their arms and make soothing sounds. The childminder provides activities that promote teamwork, such as working together to build a wall in the construction area. She enhances children's learning experiences through trips to places of interest, such as visits to the farm.
- The childminder helps children to identify risk and keep themselves safe during their play. For instance, the youngest children negotiate the different levels in the garden safely. She teaches them not to stand too near to the swing when someone is using it. Older children learn how to cross the road and use large

equipment in the park safely.

- The childminder uses activities effectively to promote discussion between older children and introduce new words. Children enjoy role play with baby dolls. They share their ideas about how the 'baby' injured her head. They talk about their own experiences of visiting the doctor. Children listen to their heartbeat using a 'stethoscope' and check their temperature using a 'thermometer'.
- Parents greatly appreciate the care their children receive. They say that the childminder is approachable, fun and happy. They are appreciative of the activities the childminder shared with them during the pandemic and how these helped them to support their children's learning. At parents' request, these have continued since their children have returned to the setting.
- The childminder is keen to improve her knowledge. During the pandemic, she completed training in Psychological First Aid. This prompted her to think more about children's arrival at the setting. Now she has a bubble machine or a basket of toys near the entrance to distract children when they are leaving their parents. This has a positive effect on children's emotional well-being. The childminder has clear plans for the future. For instance, she intends to complete training in sign language to enhance her teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to safeguard children. She shares policies and procedures with parents. There are clear, effective procedures in place for keeping children safe during the pandemic. For instance, parents do not currently go into the setting. The childminder has a good understanding of how to identify children who may be at risk of harm. She works with other professionals to ensure children are protected. The childminder understands the procedures to follow if she has a concern about a child or an adult. She makes sure any absences are followed up promptly to check 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:

- always fully consider each child's learning needs and help younger children to maintain their interest and attention so that they are supported to make the best possible progress.

Setting details

Unique reference number	2547679
Local authority	North Yorkshire
Inspection number	10197993
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. She operates Monday to Friday from 8am until 6pm, with the exception of bank holidays and family holidays. Additionally, the childminder also offers to open from 7.30am if required. She has a relevant early years qualification at level 3. The childminder provides funded early education places for three-year old children. She works at her own premises and the premises of her co-childminder.

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 organises different aspects of learning.
- Children spoke to the inspector about their activities and favourite toys.
- 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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