

Childminder report

Inspection date: 8 March 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 form secure attachments with the childminder. They are happy, safe and emotionally secure in her care. The childminder gets down to children's level to join in with their play. She sits close by and expands their learning through discussions. For instance, the childminder challenges children to consider what sunflowers seeds will need to grow. Older children excitedly share their prior learning of how bees are attracted to the sunflowers and collect nectar to make their honey. Children's behaviour is managed well. The childminder reminds children of the importance to share and take turns. Children respond well to her gentle reminders and play cooperatively with each other.

The childminder is passionate about providing children with activities outdoors. Children enjoy playing in the well-resourced outdoor play area. They take great delight in planting, harvesting and eating their own vegetables in the childminder's allotment. Furthermore, the childminder takes children on many trips and outings for them to further develop their understanding of the world around them. Throughout the COVID-19 pandemic, the childminder has continued to communicate regularly with children and their families. For example, the childminder provided activity packs and weekly online story sessions to support their children's continued learning at home.

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

- The childminder is committed and dedicated to providing the very best experiences she can for children. She demonstrates a good understanding of how young children learn and is keen to develop her knowledge further. The childminder is currently completing training which focuses on igniting children's natural curiosity to explore the world around them. The childminder reflects on all aspects of her provision and practice. Parents are invited to share their views through written feedback.
- Overall, children's language and communication skills are progressing well. The childminder asks older children questions to encourage them to think more deeply. For instance, older children confidently recall the story which was read to them the previous day. However, at times, the childminder asks younger children closed questions. This occasionally limits opportunities to further extend children's skills and level of understanding.
- Parents speak highly about the childminder's care and support for their children. They say that they are 'massively impressed' with the outdoor learning and how these activities enrich their children's life. Parents describe the childminder as 'fun, caring and creative'.
- The childminder supports children's healthy lifestyles well. Children learn to wash their hands before meals, and they enjoy healthy fruit snacks and drinking

water. At snack time, children demonstrate good coordination as they carefully cut up their own fruit. The childminder provides children with wholesome and nutritious lunches. Children enjoy helping the childminder with tasks, such as laying the table at mealtimes. All children confidently follow the routines in the childminder's home.

- The childminder supports children's good oral hygiene successfully. For example, she takes children to visit the dentist, and provides books and resources to help further support their understanding of good oral health.
- Children enthusiastically join in with movement sessions. They listen carefully to the childminder's instructions to wave their scarf high, low, fast and slow, and do so with great excitement. The childminder encourages children to name the colour of their scarf.
- The childminder plans a wide range of stimulating and exciting activities in her well-resourced indoor and outdoor learning environment. All resources are of a high quality. The childminder organises resources in a way to support children to select what they would like themselves to play with.
- The childminder has good relationships with parents. She collects a wide range of information from them when children first start, to help children to quickly settle into her home. The childminder informs parents about their children's learning through daily diaries and regular discussions.
- Children have opportunities to develop their mathematical skills. The childminder has numbers displayed inside and outside of her home. She introduces children to mathematical language as they play. For instance, the childminder encourages children to count the number of plant pots they are filling with compost.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows the procedure to follow for reporting concerns about children. She has a good understanding of broader safeguarding issues and possible signs to be aware of. The childminder ensures that the environment where children play is safe. She supervises children closely to help minimise the risk of accidents. The childminder is vigilant at conducting risk assessments when she goes out into the community.

What does the setting need to do to improve?

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

- use more effective strategies when talking to younger children to extend their communication and language skills.

Setting details

Unique reference number	2562432
Local authority	North Yorkshire
Inspection number	10214807
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 4
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 and lives in Boroughbridge, York. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides early funded education for three-year-old children.

Information about this inspection

Inspector

Judith Bodill-Chandler

Inspection activities

- This is the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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