

# Childminder report

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Inspection date: 26 October 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and happy in this warm, home-from-home setting. They demonstrate that they have secure attachments with the childminder and feel comfortable in her care. Children select what they would like to play with and join in with the exciting experiences on offer. For example, children laugh and giggle as they play with a large foil blanket, moving it in a range of ways. They listen to classical music and explore how different instruments sound. Children show positive attitudes towards their learning and, overall, demonstrate high levels of concentration and engagement in activities. Children enjoy making magic potions using a range of ingredients. The childminder skilfully meets children's individual needs and ensures the activity is accessible for all children.

Children are well behaved and polite. They are aware of the boundaries in place and of what is expected of them. The childminder uses successful strategies, such as sand timers, to help children understand how to share and take turns with resources. Children are kind, considerate and caring. They enjoy helping the childminder to care for her pet tortoise and dogs. This helps children to learn about being kind and gentle towards living things.

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

- The childminder has organised her curriculum to support children to make progress across all areas of learning. She uses what children are interested in and plans activities and outings around this. For example, children have shown an interest in birds. They enjoy bird watching in the childminder's garden and visit the local park to listen to different bird sounds. This helps children to develop their listening skills and learn about nature and the world around them.
- The childminder plans her environment to support children's independence and to allow them to make choices about what they would like to play with. However, she sometimes interrupts children's independent play and exploration to move on to something new, such as group sessions or routines such as snack. This disturbs children's focus and engagement in their self-chosen tasks.
- Children's communication and language development is supported well. The childminder engages older children in conversations about their interests and experiences. She supports younger children to develop their language by modelling words so they can hear the correct sounds and pronunciation.
- Children enjoy daily movement and music sessions when they engage in singing and listening to different types of music and moving their bodies in a range of ways. This supports children to develop their physical skills and helps to promote their listening, attention and focus.
- Children have plenty of opportunities to get fresh air and exercise daily. They visit local places of interest, such as the park and playground, as they develop

their physical skills. For instance, children climb on logs as they negotiate and manage risks safely.

- Good hygiene practices are promoted well. Children effectively meet their own self-care needs, such as washing their hands before they eat. Children delight in helping to prepare their snack. They cut up their own fruit into pieces, as they develop their independence and small-muscle skills.
- The childminder reflects on her practice and the opportunities that she provides for children. She makes changes to the activities and resources on offer to ensure they are stimulating and challenging for all children.
- The childminder keeps her mandatory training up to date, such as paediatric first aid and safeguarding. However, she has not yet focused her professional development sufficiently on raising the quality of education to an even higher level.
- Partnerships with parents are good. Parents speak highly about the childminder. They describe her as being 'kind, caring and nurturing'. They praise the warm, welcoming and home-from-home environment that she has created for their children. Parents say that they are kept informed about what their children are doing and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular risk assessments of her home, garden and places visited to keep the children in her care safe. She teaches children about keeping themselves safe when visiting various places. For instance, children learn about road safety and stranger danger. The childminder has good safeguarding and child protection knowledge, including about issues such as female genital mutilation and radicalisation. She is aware of the signs that might indicate a child is at risk of harm and knows the precise actions to take should she have any concerns regarding a child's safety.

## What does the setting need to do to improve?

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

- ensure children's self-chosen play and explorations are not interrupted to engage in whole-group sessions and routine activities
- target professional development opportunities to raise the quality of education to a higher level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2570856                                                                           |
| <b>Local authority</b>                             | North Yorkshire                                                                   |
| <b>Inspection number</b>                           | 10250862                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Kirkby Malzeard, near Ripon. She operates Monday to Friday, all year round, from 8am to 6pm.

## Information about this inspection

**Inspector**  
Clare Cotton

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector spoke to a parent during the inspection to gather their views and opinions about the setting.

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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