

Childminder report

Inspection date: 23 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

The committed childminder provides a warm and welcoming home environment. There is a wide range of toys and resources indoors and outdoors. Children develop secure attachments with the childminder. They are happy and settled in her care. Children received gentle reassurance and cuddles when they are unsure and require extra support.

The childminder is enthusiastic about providing children with activities outdoors. For instance, children have opportunities to plant and grow their own flowers and vegetables in the garden. Furthermore, they enjoy trips and outings to help to further develop their understanding of the world around them. Children have opportunities to care for and learn about the exotic animals in the childminder's home. For instance, children discover what an axolotl is, and how to feed and care for it.

The childminder is a good role model and is calm and well mannered. She gently explains simple boundaries to help children to understand risks, feel safe and behave well. Children receive consistent and meaningful praise from the childminder. This increases children's self-esteem and confidence. The childminder identifies what she wants children to learn and has aspirational expectations for their development. She successfully implements a range of activities, including active and sensory experiences. The childminder identifies next steps to build on children's prior skills and shares these with parents.

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

- Children develop a love of reading. They freely access books from the wide variety available to them. Children snuggle up contentedly with the childminder to share their favourite books.
- The childminder evaluates her practice to help identify areas where she can enhance her practice. For instance, she has recently developed her outdoor area. As a result, children have more opportunities to be outside in the fresh air.
- Parents are exceptionally happy with the service that the childminder provides. They describe the childminder as 'calm, approachable, considerate and kind'. Parents say that they would 'recommend her in a heartbeat' to other parents.
- The childminder supports children's communication and language skills well. She encourages younger children to name objects, and repeats words and phrases back to them. Children's vocabulary is rapidly growing.
- The childminder makes effective use of professional development to extend outcomes for children. For example, following on from training, she is more selective about which resources children can access. This helps children to focus and engage fully, and make the most of their learning experiences.

- Due to the COVID-19 pandemic, parents leave their children at the door, and children independently come into the childminder's home. The new routine is working well in helping children to separate quickly and smoothly from their parents when they arrive.
- The childminder supports children with special educational needs and/or disabilities well. She explains how she tailors experiences to help all children to be happy, settled and content in her setting. The childminder works in close partnership with parents and shares information regularly.
- The childminder's care practices are good. Children follow effective hygiene routines, such as washing their own hands before snack times. Children have daily access to outdoor spaces where they can develop their large-muscle skills and enjoy the fresh air. The childminder provides children with healthy and nutritious snacks and meals.
- The childminder shares the activities that children enjoy with parents and keeps them informed about their children's next steps in their learning. This helps parents to further support their children's development at home. However, the childminder has yet to establish partnerships with other settings that the children attend, to share key information about children's development and promote continuity in their care and learning.
- The childminder supports children who speak English as additional language effectively. For instance, she collects key words from families when children start attending and uses these to support children during the day. Children learn about each other's cultural background through activities. This helps their understanding of the diversity of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her responsibilities to keep children safe. She is aware of the indicators that might suggest a child is at risk of harm and is confident to report any concerns she may have. The childminder has a strong knowledge of safeguarding issues. She confidently describes the impact that county lines have and the signs to look for. The childminder considers risks to children in her home and manages these effectively to keep children safe. Children learn to keep themselves safe. For instance, they regularly practise fire evacuation procedures.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend, to help provide a shared understanding of children's progress and promote continuity in their learning.

Setting details

Unique reference number	2575789
Local authority	North Yorkshire
Inspection number	10226027
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	2 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Harrogate. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for four-year-old children.

Information about this inspection

Inspector

Judith Bodill-Chandler

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 her evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are 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 on 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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