

Childminder report

Inspection date: 28 October 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 childminder provides a home-from-home environment where children are happy and settled. Children show their emotional security and positive attachments to the childminder. They approach the childminder for a cuddle when they need reassurance, and gain comfort from her calm approach. Children develop a love of books. They cosy up to the childminder as they listen to her tell a story about Halloween. The childminder is patient and kind towards children.

Children enjoy their time at the childminder's home. The childminder knows the children well. They enjoy a broad range of activities and resources that motivates them to explore and learn. Children are encouraged to develop their imagination through role play. They have fun with the childminder, who skilfully joins them in their play. For example, children buy and sell tickets for their spectacular show. They dance and giggle as they take turns to perform for the childminder and the other children.

Children have regular access to a garden where they develop their physical skills. They ride bicycles and scooters and enjoy digging mud in the construction area. The childminder knows and understands the benefits of outdoor play to promote children's physical and emotional well-being.

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

- The childminder supports children to lead a healthy lifestyle. They have access to physical play each day. Children enjoy healthy, home-cooked meals and snacks, such as kiwi, oranges and apples. The childminder talks to the children about the importance of washing their hands before they eat. Children are encouraged to be independent and wash their own hands.
- Children go on regular trips in the local community. They often go to local toddler groups, where they learn to interact with other children and develop their social skills. Children enjoy plenty of fresh air and exercise. For example, they go on outings to local parks, woodlands and soft-play areas.
- The childminder supports children's speech and language development well. For example, children are listened to and given time to reply as they engage with the childminder. She models words clearly and consistently and corrects children if they mispronounce words. Children enjoy looking at books with the childminder, who captures their interest with skill as she reads. They talk about what they see in the books and use a detailed vocabulary.
- Children behave well and are considerate to each other. The childminder has clear expectations of behaviour and sets a good example by acting as a positive role model. For example, she encourages good manners and speaks clearly to the children. The childminder is quick to respond to behaviour that is not

acceptable. Children show their understanding of her expectations. The childminder encourages positive behaviour by offering regular praise and encouragement, to ensure children feel valued and respected.

- Overall, the childminder has a positive attitude towards her professional development. She keeps her mandatory training, such as paediatric first aid and safeguarding, up to date. In addition to this, she has also completed communication and language training to support children's language development. However, she has not completed further training to enhance her knowledge even further and raise the quality of education to an even higher level.
- The childminder is skilful in supporting children with special educational needs and/or disabilities. She works closely with parents and other professionals to identify any emerging concerns, and she quickly puts additional support in place. This means that all children make good progress from their starting points.
- The childminder knows the children well and meets their individual needs. She has a good understanding of how to support children's development. Overall, the childminder has clear intentions for children's learning. She plans activities to help them achieve what they need to do next, to move on to the next stage in their learning. However, at times, the childminder tries to cover too many areas of learning and development in activities. This means that, occasionally, some of the teaching and learning opportunities are missed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard the children in her care effectively. She knows how to recognise the signs and symptoms of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder understands wider aspects of safeguarding, including how to identify possible indicators that families may have been exposed to extreme views and behaviours. She knows the procedure to follow if there is an allegation about herself or another household member. Children are well supervised. The childminder develops children's awareness of staying safe. For example, she provides opportunities to practise road safety on outings.

What does the setting need to do to improve?

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

- continue to identify and complete a targeted programme of professional development that helps to enhance the already good teaching
- ensure that the intended learning of planned activities is clear, to enable those activities to be shaped to the learning needs of children.

Setting details

Unique reference number	2581623
Local authority	North Yorkshire
Inspection number	10251023
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Riccall, York. She operates all year round, from 8am until 6pm, four days a week (Monday, Tuesday, Thursday and Friday) except for bank holidays and family holidays. The childminder provides funded education for three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- A joint observation was completed by the childminder and inspector during a planned indoor activity.
- The childminder showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children. The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- Parents shared their views of the setting with the inspector.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.

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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