

Childminder report

Inspection date:

7 November 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 are incredibly well valued as individuals. For example, the childminder really helps them to feel at home and that their presence is welcomed and appreciated. Children find their own peg doll to self-register when they arrive. Children's family photos are displayed on the walls as well as their artwork. This helps to foster children's self-esteem and make them feel incredibly comfortable. Children behave very well. They are clear about what is expected of them, and the childminder is a wonderful role model.

The care and attention that children receive helps to develop their character and emotional well-being. Children show that they feel safe, secure and happy in the childminder's company. The childminder joins in with children's play to support their learning, and children appreciate this. They bring her cups of pretend tea that they make, and she enthusiastically gets involved and drinks them. This helps to develop children's imaginative skills and also reinforces that the childminder really values all children's contributions.

Children benefit from a wide range of experiences. They take regular trips to local parks, woodland areas and playgroups. This helps them to develop their understanding of the world and have opportunities to socialise with other children.

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

- The childminder is very clear about what she wants children to learn. She knows them well. Next steps are precisely planned and linked to the specific skills and knowledge that children need to learn. This helps children to make good levels of progress.
- The environment is very well planned. The childminder provides lots of interesting objects, such as teapots and grandfather clocks, to promote children's curiosity and language development. They benefit greatly from what is on offer as part of the broad curriculum that is implemented.
- The childminder spends lots of time talking to children. She asks them skilful questions and introduces new vocabulary. However, children are not always given the time and space that they need to think, respond or do things for themselves. For example, the childminder may ask them a question and then answer it before children have time to think. This does not always fully help to promote their thinking and problem-solving skills.
- Children have lots of opportunities to develop their love of reading. They regularly listen to stories read by the enthusiastic childminder and visit the library to borrow books. The childminder loans wonderfully planned story sacks for children to share with parents at home. This helps to develop their early literacy skills.

- Children have varied and interesting opportunities for mark making and early writing. They are keen to write for a variety of purposes. For example, they write letters and post them in the postbox or create shopping lists. This helps to give children the early literacy skills they need before moving on to school.
- Children are encouraged to be independent. They complete lots of small tasks for themselves. For example, they help to clear the table after painting activities and make their own dough by following recipes. This helps to develop children's self-esteem and gives them the confidence and skill to tackle new challenges.
- Children are taught how to keep themselves safe and healthy. They eat nutritious meals and snacks. The childminder talks to children about their trips to the dentist and why it is important to eat fruit and vegetables. Children learn about how to behave appropriately while on outings and how to stay safe near water. This gives children the skills and knowledge they need for later life.
- Parents are overwhelmingly positive about the childminder. They describe her as part of their family. They are kept informed about initiatives and ways in which they can support children's learning at home. This helps to further improve outcomes for children.
- The childminder undertakes lots of focused and informed training opportunities. This helps to improve her teaching further. She also seeks parent views about making improvements to her setting and acts swiftly on any feedback received. She has good networking links with other childminders. They share practice and meet to allow children further opportunities to socialise with other children in the local area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with any local safeguarding issues. She refreshes her training regularly. The childminder has a good awareness of the signs and symptoms of abuse which may indicate that a child is at risk of harm. The childminder is aware of the appropriate action to take if she has concerns regarding children's welfare. This helps to safeguard children. The childminder conducts risk assessments of her home to help ensure children are safe. For example, she carries out daily checks and ensures that the door is always locked. There is a password system in place for the collection of children.

What does the setting need to do to improve?

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

- provide consistent support for children to develop their thinking and problem-solving skills.

Setting details

Unique reference number	2599840
Local authority	North Yorkshire
Inspection number	10251538
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Scarborough, North Yorkshire. The setting is open from Monday to Friday, from 7.30am until 5.30pm, during term times only. The childminder holds an appropriate early years qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents and carers 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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