

Childminder report

Inspection date: 23 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure in the warm and homely environment. They show high levels of self-esteem and make independent choices in their play. Babies develop strong bonds with the childminder. She responds to them with kindness and respect. Children have great fun as they learn and join in with activities. The childminder encourages children to be independent. Children develop the skills they need for the next stage in their learning. For example, they put their shoes on themselves for outdoor play.

Children engage in conversations with the childminder. The childminder supports children's communication skills well. She listens with interest and values what they have to say. Babies are very vocal. They babble with excitement in response to the childminder's warm interactions. This ensures that all children develop good speaking skills. Children talk confidently about their previous experiences. For example, they recall the rustling leaves at the park.

The childminder has high expectations for all children. Children make good progress in her care. Overall, she uses her good knowledge of children to plan and provide an engaging curriculum. The childminder uses children's individual interests to extend their learning. For example, she uses children's interests in animals to support their learning in mathematics. Children find and identify numbers hidden in the animal play tray. They count in sequence and recognise numerals up to 10. Children show pride in their successes. They enjoy the support and encouragement that the childminder provides.

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

- The childminder has worked closely with parents to help children settle into her care after being at home during the COVID-19 pandemic. Children move freely around the playroom. They happily make decisions about what they want to play with.
- The childminder regularly observes children as they play and generally identifies their next steps in learning. This helps them to move forward in their development. However, the childminder does not plan activities that precisely take account of what children already know and can do.
- The childminder has effective systems in place to support all children. This includes for those children with special educational needs and/or disabilities. The childminder understands the procedures for accessing further support from other agencies.
- Children develop a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines. She encourages children to regularly wash their hands. The childminder teaches children about oral hygiene.

For example, she provides resources to enable children to practise cleaning teeth.

- Partnerships with parents are strong. Parents are highly complimentary about the childminder. They comment on how their children are thriving in her care.
- All children develop good early literacy skills. For example, during snack time, they access picture flash cards. Children learn the words that the images represent, and are eager to name objects on the cards.
- Children enjoy a wide range of opportunities to learn about the world around them. For example, they excitedly feed the chickens on the allotment. Children eagerly check if the chickens have laid any eggs, and count as they put the eggs into a box. They enjoy learning about the honey bees which visit the 'bee houses'.
- The childminder takes children to facilities in the local area, such as local singing groups. This helps them to further develop their good social skills. Children learn about other families and communities beyond their own.
- The childminder is a good role model. She is polite and respectful. Children are encouraged to use good manners. They play well together, share toys and take turns. The childminder teaches children how to take care of animals. They are particularly fond of the childminder's pet cats. They show high levels of care towards them.
- The childminder is enthusiastic and truly enjoys her role. She places a high priority on her professional development. The childminder is currently undertaking a childcare qualification at level three. She is aware of gaps in her professional development. The childminder is aware of the need to focus on specific areas of development, to build on her knowledge and skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with changes in child protection legislation. She demonstrates a strong understanding of the signs that may indicate that a child's welfare is at risk. She updates her knowledge continually to ensure that she has the information she needs to remain vigilant and to take appropriate action in the event of a concern. The childminder keeps the children in her care safe and regularly assesses her provision for any potential hazards. The childminder gives children clear explanations to keep them safe. For example, she tells younger children to hold on to the pushchair when going for walks.

What does the setting need to do to improve?

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

- plan activities more precisely to take account of what individual children need to learn next, to help them to make even more rapid progress.

- extend professional development opportunities to help to build confidence and develop the quality of education even further.

Setting details

Unique reference number	2613553
Local authority	North Yorkshire
Inspection number	10209925
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	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Gatenby, Northallerton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children. She holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Claire Crumpton

Inspection activities

- This was the first routine inspection the setting 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 carried out a learning walk with the inspector. They discussed the learning environment and how the curriculum is organised.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- Children and the childminder spoke to the inspector at appropriate times throughout the inspection.
- The inspector sought the views of parents.

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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