

Childminder report

Inspection date: 11 July 2023

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 confident and eager to enter the childminder's home, leaving their parents with ease. They have warm and affectionate relationships with the kind and caring childminder. These help children to be happy and settled. Children respond well to the childminder as they snuggle close to her, listening to their chosen stories. They eagerly predict what might happen next in the story. This helps to develop children's early literacy skills. The passionate childminder has a wealth of knowledge and experience. She uses this knowledge to plan exciting and interesting activities. For instance, children comfortably examine insects with the childminder. They use magnifying glasses and inspect woodlice, slugs and moths. They warmly greet the horse that lives in a neighbouring field and talk about what he likes to eat. This helps children to develop an understanding of nature and animals.

Children demonstrate good levels of concentration and motivation as they play. They enjoy the challenge of trying to solve problems. For example, children persevere as they use a magnetic fishing rod and try to match sea creature pictures. Children are well behaved, and they demonstrate friendly behaviour towards their peers. The childminder gently supports children, if needed. For example, when they want to play with the same toy, she explains to children about the importance of sharing and taking turns.

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

- Children's physical development is well supported. They run and ride on push-along toys and wooden horses in the childminder's well-resourced garden. Furthermore, children dig, build with construction resources and manipulate dough. This helps to develop children's large and small muscle skills, balance and coordination.
- The childminder has effective partnerships with parents. She regularly shares information with them about their children's development and daily experiences. Parents are happy with the care that the childminder provides. They comment that the childminder has a 'nurturing environment' and is 'kind, caring and patient'.
- Children's language skills are developing well. The childminder narrates consistently as children play. She asks age-appropriate questions and introduces new vocabulary, such as 'stag beetle', 'hover fly' and 'scorpion'. This helps to extend children's speaking and listening skills.
- Overall, the childminder implements her curriculum well. She carries out regular observations and assesses children's development. She identifies children's interests and next steps in learning. However, during some activities, the childminder does not always focus specifically on the most important learning

she wants children to achieve.

- The childminder teaches children about leading a healthy lifestyle. She ensures that the meals and snacks she provides are well balanced and nutritious. The childminder talks to children about healthy foods. This helps children to understand about making healthy choices.
- The childminder is enthusiastic and demonstrates a genuine enjoyment of her work. She regularly attends training and enjoys reading and researching about early years topics. This helps to keep her knowledge and professional development up to date.
- Children's behaviour is good. The childminder is an excellent role model. She encourages children's positive behaviour by modelling her own manners effectively. The childminder provides lots of praise and encouragement and explains about the behaviour that is expected of them. For instance, she says 'good sharing' as children play. This helps children to understand the expectations for their behaviour and to raise their confidence and self-esteem.
- Children's independence is developing well. For instance, the childminder encourages children to access the toilet independently and supports them to wash their hands. Children independently access their own equipment and resources, put on their own shoes and feed themselves at lunchtime. These help to develop children's self-care skills.
- The childminder supports children's imaginations well. Children enjoy accessing a medical bag and listening to each other's hearts through a stethoscope. The childminder provides a narrative as children use bandages and tweezers. She skilfully encourages children to take care of dolls and uses children's experiences of looking after the dolls to extend their learning. For example, she discusses with children what comforters they use at home.
- Children have lots of opportunities to learn about themselves and others. For instance, children attend playgroups and visit different venues outside of the local area. The childminder speaks to children about their similarities and differences. This helps children to learn about the world beyond their immediate experience and how to respect and value each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children. She attends regular training to keep her safeguarding knowledge up to date. The childminder knows the signs and symptoms of abuse, including female genital mutilation, domestic abuse and radicalisation or extremism. The childminder is clear about the procedures she must follow if she has concerns about a child's welfare or if an allegation is made against her or a family member. The childminder makes sure that children are always well supervised in the setting and when she takes them out on visits. She explains to them about the importance of crossing roads safely.

What does the setting need to do to improve?

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

- focus teaching more precisely on the skills that children need to learn next to help them to make the best possible progress.

Setting details

Unique reference number	2621356
Local authority	North Yorkshire
Inspection number	10280892
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 4
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 2021 and lives in Bedale, North Yorkshire. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Julie Campbell

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 childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation.

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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