

# Childminder report

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Inspection date:

7 September 2023

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
|----------------------------------------------|----------------|
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children have warm attachments with the childminder, who is kind and caring. Babies happily snuggle into her when they wake up from their nap. The childminder talks to them in a soothing voice and reassures them. This helps children to be settled in her care. The childminder wants all children to make the best possible progress. She makes sure that she supervises children at all times to keep them safe.

Children play in a safe and secure play area. The childminder organises the environment to meet the needs of children attending. For example, babies access resources in large trays on the floor. They investigate and explore a variety of objects. Babies show interest and curiosity as they look through transparent blocks and wave scarves in the air. The childminder thinks about what children need to learn next when she plan activities. For instance, she places objects slightly out of reach to encourage babies to crawl.

The childminder takes children out into the local community regularly. She provides opportunities for children to mix with other childminders and their children. This helps children to develop their confidence and social skills in larger groups. The childminder helps children to know what to expect by having predictable routines. She models good manners and speaks respectfully to children. This helps children to learn how to behave.

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

- The childminder supports children's language development well. She sings nursery rhymes and encourages babies to join in with the actions. The childminder provides a commentary on babies' play and responds to their attempts to communicate. Babies babble happily and start to attempt to say some single words to request things.
- The childminder places an emphasis on supporting children's physical development. She regularly takes children to soft-play centres to practise a range of different skills. The childminder makes sure that she plans the environment to encourage babies to move. For instance, she provides resources for children to pull themselves up to standing.
- The childminder encourages children to explore using their senses. Babies are engaged in investigating different materials, colours and objects. They are motivated to reach for objects and hold them closer to look at. Babies crawl around the floor excitedly chasing coloured balls and giggling.
- Children play and learn in a clean and safe environment. The childminder has good hygiene procedures in place. She regularly wipes down surfaces and changes children's nappies sensitively. The childminder encourages parents to

send in healthy meals and snacks for their children.

- Children learn to develop their independence. Babies independently finger feed themselves and participate in washing their hands. They are encouraged to make choices during their play.
- The childminder keeps her knowledge up to date and attends training to meet the needs of the children in her care. For instance, she has enhanced her knowledge, through online professional development, of how to support children who speak English as an additional language.
- The childminder observes children and monitors them to identify any gaps in their development. She has experience of working with children with special educational needs and/or disabilities. The childminder recognises the importance of working with other professionals and settings to provide continuity in children's learning.
- The childminder collects information from parents when their children first start. This helps her to find out about children's current levels of development, interests and care needs. The childminder uses this information to help children to make progress from the beginning.
- Parents appreciate the service the childminder provides. They comment that they highly recommend the childminder and value the flexibility she offers. Parents say that their children come out with a smile on their face, full of their day's adventures.
- The childminder shares information with parents about their children's care needs and the activities they have taken part in. However, she does not consistently support parents with how to extend their child's development at home or share precise information about what their children need to learn next.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She can recognise the signs and symptoms of a range of different types of abuse, including radicalisation and county lines. The childminder checks the premises each day to make sure that they are secure and safe for children to play in. She puts measures in place, such as making sure that babies' food is chopped into small pieces to prevent choking, to further protect children.

## What does the setting need to do to improve?

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

- share more precise information with parents about their children's current levels of development and how they can support them further at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2634824                                                                           |
| <b>Local authority</b>                             | North Yorkshire                                                                   |
| <b>Inspection number</b>                           | 10304859                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021 and lives in Northallerton. She operates during term time, from 8am to 5pm, Monday to Thursday, except for bank holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

### 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 the evaluation of the setting.
- 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 and assessed the impact on children's learning.
- The childminder and inspector evaluated children's learning together.
- The inspector took account of the views of parents from written statements available.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and other adults living on the premises.

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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