

Childminder report

Inspection date: 31 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

The childminder forms close relationships with the children in her care. She knows about their individual needs and how this can impact on their activities and learning. The childminder celebrates the unique qualities each child has. This helps children to feel safe and valued, and they are very much at ease in her care. Children play happily alongside one another. The childminder has a firm, fair approach to managing children's behaviour, which helps them to learn right from wrong. Her clear reminders and familiar routines and boundaries help children to know what is expected of them. Young children learn to manage their emotions and develop consideration for others.

The childminder centres the curriculum around children's interests and preferences. This contributes to children's eagerness to play and learn. The childminder skilfully weaves learning opportunities into children's self-led play. For example, while making sandcastles, the childminder encourages children to count how many scoops it takes to fill the bucket. She assesses children's learning and uses her findings to decide what to teach them next. This helps to ensure that children make good all-round progress. Children who are working towards age-related expectations benefit from comprehensive support that helps them to catch up in their learning.

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

- The childminder has a very good understanding of how young children learn. She provides exciting and appealing activities that capture children's interests. Children develop good concentration skills. For example, they spend time threading pasta tubes and filling and emptying containers. They show perseverance and resilience when faced with tricky tasks. For example, children keep trying until they manage to fasten the poppers on clothing for dolls.
- Children have plenty of opportunities to develop their physical skills. They climb, run and balance during activities in the garden, which helps them to develop strength and coordination. The childminder provides activities that encourage children's small hand movements. They use tweezers to squeeze and spoons to scoop. They learn to control their hands and fingers, in preparation for learning to write.
- The childminder sings with children during their play. Children join in with the actions to familiar songs that they remember. Overall, the childminder supports children's developing language skills well. However, she has not considered further ways to help children to make the best possible progress in this area of learning. For example, at times, her own language is too fast or complex for young children to understand to help them to learn more new words.
- Parents praise the childminder and say they are 'confident and reassured that

she does the very best for children'. The childminder involves parents in plans for their children's learning, which helps them to continue this at home. The childminder understands the benefits of sharing information with other settings that children attend, to provide consistent care routines and support for children's learning. However, such partnerships are not yet fully embedded in to her practice.

- The childminder reviews her setting and is keen to make ongoing improvements. For example, she plans to redesign part of her garden so that children can play freely between the indoor and outdoor areas, choosing where they prefer to play. The childminder builds on her own knowledge to help to improve outcomes for children. For example, she completes research to help her to understand and meet the needs of children with special educational needs and/or disabilities more precisely.
- Children learn about staying healthy. The childminder provides nutritious, home-cooked meals and snacks, ensuring that she meets children's varied dietary requirements precisely. Consistent hygiene routines become familiar to the children, who learn when and why they must wash their hands.
- The childminder's praise and encouragement contributes to the positive attitudes that children demonstrate. She helps them to become independent, for example by putting on their own rain suits and boots. Children are keen to try things for themselves and show pride in their achievements. For example, they call out 'I did it' when they manage to get up to their chair and fasten themselves in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that can indicate a child may be at risk from abuse or neglect. She has a very good understanding of local safeguarding arrangements and keeps her knowledge of relevant legislation and procedures up to date. For example, she frequently checks relevant websites, then bookmarks and prints relevant documents. This helps to ensure that she has the correct guidance and contact details to share any concerns about a child's welfare quickly. The childminder carries out regular checks on her home, garden and activities. This helps to ensure that she can keep children safe and meet their needs in full.

What does the setting need to do to improve?

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

- build on the already good teaching to include more precise ways to help children to develop their speaking skills and their vocabulary even further
- further develop the arrangements to share information with others involved in children's care and learning.

Setting details

Unique reference number	2640020
Local authority	North Yorkshire
Inspection number	10301346
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Catterick Garrison, North Yorkshire. Her opening hours are from 8am to 4pm on Monday, Tuesday and Friday, and from 8am to 5pm on Wednesday and Thursday. She operates all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She receives funding to provide early education for two-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic. 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 showed the inspector around the areas of her home used for childcare. She discussed her early years curriculum and how she organises her setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector talked to the childminder about the management of her setting. She looked at relevant documents that the childminder provided for inspection.
- The childminder and inspector discussed and evaluated an activity together.
- The inspector spoke to a parent during the inspection and took account of their views.

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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