

Childminder report

Inspection date: 19 October 2023

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

The childminder provides a welcoming home-from-home environment for the children in her care. Her affectionate interactions help to boost children's well-being and sense of security. Children are confident and develop close relationships with the childminder. They enjoy regular cuddles and comfort, such as when they are tired or need reassurance. This helps children to feel happy, safe and emotionally secure.

The childminder has high expectations for children's learning and behaviour. She has clear plans for what she wants them to learn and adapts her teaching to reflect their individual learning needs. Children show positive attitudes towards their learning and are eager to engage in the activities provided. For example, they explore an autumn tray filled with pine cones, pumpkins, twigs and leaves. The childminder challenges the children to name the shapes, colours and textures that they can see and feel. This means that children make good progress in their learning and development.

Children enjoy regular opportunities that promote their physical development. For example, they practise their small-muscle skills as they manipulate twigs and leaves into play dough. The childminder also takes children to local parks and soft-play centres so that they can run, play and climb with their friends. This helps them to develop their large-muscle skills.

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

- The childminder gathers information about what children already know and can do when they first start to attend her setting. She uses this information, together with her own assessments, to plan enjoyable and exciting activities that follow children's current interests. The childminder knows the key skills that she wants children to learn by the time they go to nursery or school. This helps children to be ready for the next stage in their learning.
- Overall, the childminder supports children's behaviour well. She gives children lots of praise and encouragement, which supports their self-esteem and confidence. However, on occasion, the childminder does not teach children the skills that they need to be able to take turns. For example, the childminder does not consistently help children to ask for things before they take them off their friends. In addition, on occasion, the childminder forgets to remind children to be polite and use their manners.
- Partnerships with parents are good. Parents are extremely complimentary about the quality of care and education that their children receive. They say that the childminder goes over and above their expectations. The childminder supports children to continue their learning at home. For example, she shares photos and

has regular verbal meetings with parents. As a result, children receive good continuity of care and learning.

- The childminder reflects on her practice and the experiences she offers children. She places a high priority on her professional development and is committed to undertaking ongoing training. For example, recent child development training has helped the childminder to enhance the play activities she offers children.
- The childminder understands the importance of developing children's communication and language skills. She provides children with a language-rich environment. The childminder supports children to pronounce words such as 'crunchy' and 'smooth'. She engages in back-and-forth conversations with the children and asks them questions while they play. The childminder allows children the time they need to gather their thoughts and respond.
- The childminder offers children many experiences outside of her home. Children enjoy daily exercise and fresh air, such as nature trail woodland walks and playing in the garden. The childminder also takes children on daily visits to local playgroups in the community. This gives them opportunities to develop their confidence in larger groups of children and supports their social skills well.
- The childminder teaches children to be independent from an early age. For example, children put on their own shoes before going outside and wash and dry their hands before eating. However, at times, the childminder carries out tasks for children that they could attempt to do for themselves. For example, she prepares and serves their food and gives them cups with lids to drink from. This means that opportunities to extend children's self-help and independence skills are limited during these times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to safeguard the children in her care. She has a good understanding of the signs and symptoms of abuse and can speak about a range of scenarios with confidence. The childminder confidently describes what she would do if she had a safeguarding concern and the procedures she would follow. She knows what to do if an allegation is made against herself or a household member. The childminder ensures that her training is regularly updated and in line with local safeguarding procedures. This helps to ensure children's safety while in her care.

What does the setting need to do to improve?

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

- provide a clear and consistent approach to behaviour management strategies to support children's understanding of the expectations of their behaviours
- maximise all available opportunities for children to be independent.

Setting details

Unique reference number	2648954
Local authority	North Yorkshire
Inspection number	10305652
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 7
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 2021 and lives in Lancaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jennifer Cowton

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 and the inspector had a learning walk together. The childminder told the inspector what she wants children to learn and how she will support this.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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