

Childminder report

Inspection date: 3 July 2024

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 happily settle into the childminder's welcoming setting. They respond positively to her calm and gentle approach. Children form strong attachments with the childminder, which effectively support their emotional well-being. The childminder teaches children to understand and name their different feelings. Children learn how to express and manage their own feelings and begin to understand those of others.

The childminder deals with any minor conflicts between children in a positive and constructive manner. For example, when children want to play with the same toy, she talks to them about possible solutions. Children develop the important skills and attitudes that enable them to make friends and play cooperatively with others. The childminder has a curriculum intent that is broad and exciting. She has high expectations for children in all seven areas of learning. Children make good progress over time.

The childminder plans times during the day for children to follow their interests. She provides a stimulating range of resources that children explore with much enthusiasm and curiosity. The childminder asks questions to check what children have remembered. She knows when children are ready to move on in their learning or need more time to embed certain skills and knowledge.

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

- Children demonstrate good levels of independence and assertiveness. They manage their self-care needs with growing confidence, such as going to the toilet or putting on their coats. The childminder swiftly responds when children tell her that they want certain toys or to play outside. She encourages children to be actively involved in the plans for the day, which means that children know their views are valued.
- The childminder promotes children's good health. She ensures that children have plenty of time to be physically active during the sessions. The childminder provides snacks and meals that are balanced and nutritious. She reminds children about the importance of drinking water to keep them hydrated. The childminder teaches children how to keep themselves safe, for example, when crossing roads on their outings.
- The childminder builds on children's communication skills effectively. She holds meaningful conversations with children throughout the day. The childminder gives children time to think about how they want to respond. Children develop strong language skills and enjoy using new words they have learned.
- The childminder plans frequent opportunities for children to count and recognise numbers. Children confidently count beyond 10 in the correct order. They begin

to recognise how many objects there are in a small group without having to count them. Children excel in their mathematical development.

- Children discover how some of their favourite foods are produced. They look after the fruit and vegetables that grow in the garden and enjoy eating them when they are ready. Children point out to visitors that some of the lettuces have not grown because they have been eaten by slugs.
- The childminder introduces new stories to children that spark their interest. Children are very engaged and wait with much anticipation to find out what happens as a story unfolds. The childminder also plans times to read children's favourite stories to them. Children develop a love of books and reading.
- The childminder wants the very best for children and their families. She demonstrates much commitment to her own professional development. The childminder seeks the views of parents and children to help her to plan priorities for her setting.
- The childminder values the strong partnerships she has with parents. She offers them much support for their children's learning at home. Parents report high levels of satisfaction with the childminder's setting. They know their children are happy and praise the range of activities that the childminder organises.
- The childminder demonstrates a sound understanding of child development. Overall, she is a good teacher who knows how to support children's learning. However, on occasions, the childminder does not adapt her teaching to keep children fully engaged. At these times, children are less receptive and become easily distracted.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- adapt teaching to meet the needs of all children, so they continue to be motivated and fully engaged in their learning.

Setting details

Unique reference number	2674076
Local authority	North Yorkshire
Inspection number	10350743
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	2 to 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2022 and lives in Carlton, near Goole. She operates all year round, from 7.30am to 6pm, Monday to Thursday, apart from bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rose Tanser

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 her evaluation of the setting.
- The childminder discussed her curriculum intent with the inspector and what she wants children to learn.
- The inspector read recent testimonials from parents and took account of their views of the childminder's setting.
- The inspector viewed the childminder's setting and discussed the safety and suitability of the premises with the childminder.
- The childminder provided evidence that the required policies and procedures are in place.

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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