

Childminder report

Inspection date: 27 August 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

The childminder creates a warm and homely environment for children and their families. Her nurturing and caring approach supports children to settle quickly. This is evident as children confidently greet visitors and independently explore their environment. Children receive lots of cuddles and attention from the childminder. This helps them to feel safe and secure in her care.

Children delight in the outdoor area where they spend much of their time. The childminder provides a stimulating environment where children can follow their interests. For example, children learn about size and measure during water play as they pour and fill containers. The childminder helps children to use words, such as 'bigger' and 'smaller' to support their mathematical development. Children enjoy practising their physical skills as they climb the steps of the slide and enjoy swinging and using the ride-on toys.

Children behave well. The childminder provides children with clear expectations for their behaviour and gentle reminders throughout the session. For instance, she reminds children to take turns and to use their good manners. The childminder gives children meaningful praise for their good behaviour and personal effort. This supports their self-esteem and confidence well.

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

- Children are enthusiastic and curious learners. The childminder provides children with a balanced curriculum that builds on what they already know and can do. She is enthusiastic and joins in with children's play, asking them questions and extending their learning. However, the childminder does not always fully consider the physical environment during focused activities to limit distractions. For example, when children are engaged in sand play, the childminder opens the outdoor play area and introduces new resources and activities. This distracts children and does not fully support their ability to engage in the planned intended learning.
- Children thrive in this loving learning environment. The childminder monitors children's progress effectively. She uses ongoing observations of the children to identify their next steps in learning. The childminder uses this information together with children's current interests to plan a range of activities and experiences. For instance, children visited a farm recently to support their interest in animals. All children, including those in receipt of additional funding, make good progress from their starting points in development.
- The childminder reflects on her practice and the experiences she offers the children. She keeps up to date with mandatory training, such as paediatric first aid and safeguarding. In addition, the childminder attends training to keep her

skills and knowledge up to date. For example, recent training has helped her to support children to self-regulate their feelings and emotions. The childminder has formed a strong network with other childminders in the local community and shares good practice.

- Children enjoy many opportunities to learn about their local and wider community. The childminder broadens children's learning experiences by visiting places, such as museums, local woods and the library. Children enjoy trips to a local playgroup, where they meet other children and have opportunities to develop their social skills. Children learn about multicultural festivals and have access to a range of diverse resources. This supports them to understand their local community and appreciate the diverse world we live in.
- Overall, the childminder supports children's communication and language development well. She uses familiar songs and nursery rhymes to support children's speech. Children regularly listen to stories and answer the questions asked about what they can see. The childminder understands the negative impact that dummies might have on children's speech and works with parents to reduce their use. However, on occasion, the childminder's strategies for supporting children's language are not always successful. For instance, she does not repeat back the correct pronunciation of words and sentences to children.
- Partnerships with parents are well established. Parents say that they are very happy with the care their children receive. They value the daily conversations, photos and the range of activities and experiences the childminder provides. The childminder regularly shares children's next steps with parents to support their learning at home.

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:

- limit distractions during planned activities to help children to focus their attention more deeply on the intended learning
- support children to learn the correct pronunciation of words to fully support their language development.

Setting details

Unique reference number	2676188
Local authority	North Yorkshire
Inspection number	10355297
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2022 and lives in Barlby. She operates, Monday to Friday, all year round from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three and four-year-old children.

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 childminder.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- 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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