

Childminder report

Inspection date: 3 September 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 are very settled in this happy family environment created by the childminder and her assistants. Children settle quickly, even those who are new to the setting. They show they feel safe as they snuggle happily with the childminder when they are tired. Older children excitedly involve the assistants in their play. The childminder's cheerful disposition, and use of praise and encouragement, maintains a lively yet pleasant environment, where children are motivated and engaged. The childminder helps children to make good progress wherever they are playing. For example, children who need to practise counting are helped to do this whether they are at the play dough table or playing with pine cones when out and about.

The childminder puts a firm focus on outdoor play and learning. She has a sensible approach to risk assessment and helps children to develop the skills they need to keep themselves safe. This means that children benefit from interesting outdoor learning opportunities without their play, learning and enjoyment being inhibited. For example, the childminder knows which children are just learning to go down the steps backwards and makes sure they are watched carefully. She also knows which children need extra measures to keep them safe when they are out and about. Older children say they have great fun surfing when they go to the beach.

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

- The childminder successfully focuses on children's confidence, happiness and well-being. Children enjoy the healthy snacks and are reminded to drink their water to keep their bodies and brains hydrated. They form firm relationships with their peers and are proud of the praise they receive for sharing and for taking turns. They chat pleasantly with their friends at the lunch table and are keen to speak to the inspector about what they like to do at the setting.
- The childminder reflects on her practice and provision. She talks with enthusiasm about how a recent visit to another setting has helped her to make various improvements. For example, she has created a very well-resourced outdoor learning environment which successfully invites children to explore. Children are captivated and concentrate for prolonged times as they play with the resources in the 'messy' area.
- Children spend time working out how to make the water flow along the various tubes and containers. The adults help them to count how many play dough cakes they have made. Some children rush to search for triangles, squares and diamonds in the garden. Children are excited about their learning.
- Conversation is at the heart of everything that the childminder does. She and her assistants engage the children in conversation throughout the day. Children join in confidently, even when their diction is unclear. Parents confirm that their children are more talkative after a day with the childminder. Children are used to

cheerful discussion, and they know that their contributions are valued. This supports their development and their safety. However, some children's language is not as good as it could be.

- The childminder also uses books, stories and songs to support children's language. Older children choose books that match their current interest in shapes. They recount previous books they have enjoyed, such as 'The Wonky Donkey'. Younger children are fascinated by the colours and the movement of the pages. Parents confirm that their children know a lot of songs and often sing to them at home.
- The childminder has useful experience of children with special educational needs and good knowledge of child development. She uses this to identify the basic skills that children need to learn or practise, and how best to support this learning. She supports her assistants effectively so that they also promote children's learning and well-being effectively. However, the childminder rarely uses the language of learning, to help children to talk about what they have 'remembered', 'noticed' or 'worked out'. This does not help children to fully appreciate, and talk about, the joy of success.

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:

- further promote children's language, for example by being more precise about what vocabulary or sounds children need to learn or practise
- help children to appreciate the joy of learning even more, for example by modelling the language of learning, so that children can fully celebrate what they have 'learned', 'remembered' or 'found out'.

Setting details

Unique reference number	2757079
Local authority	North Yorkshire
Inspection number	10349584
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 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted and then transferred her registration to a childminding association in February 2022. She transferred her registration back to Ofsted in 2023. The childminder lives in Eastfield on the outskirts of Scarborough. Childcare is provided all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early education places for two-, three- and four-year-old children, and other eligible children.

Information about this inspection

Inspector
Pat Edmond

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 spoke to the inspector about how she organises the provision and about her intentions for children's learning and development.
- The inspector observed children taking part in a range of indoor and outdoor activities. They assessed the impact this has on children's learning, development and welfare.
- The inspector talked to children, parents and childminding assistants at appropriate times during the inspection, and took account of their views. The inspector also read parents' testimonials and took those into account.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children stored electronically.
- The inspector saw all areas of the premises that are used for childminding.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024