

Childminder report

Inspection date: 14 October 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 places children's well-being at the centre of her practice. As a result, her setting is a calm and peaceful environment for children to play and learn in. Children show they are happy and settled. For example, they make choices about what they would like to play with and show high levels of engagement. The childminder responds to children promptly, teaching them that their feelings and ideas are valued and respected. This supports children's confidence and their growing sense of self. Parents comment that their children are very settled in the setting. They say their children enter and leave the childminder's home smiling each day.

The childminder's curriculum is broad and ambitious, supporting children across all areas of learning. She uses outings to give children a greater range of opportunities to develop and practise skills. For example, the childminder uses trips to the park to support children's physical development. She is alert to the areas of learning where children need support to progress further and builds teaching relating to these areas into their everyday routines. For example, to support children's mathematical knowledge, the childminder encourages them to count cars while walking in the local area. The childminder makes use of toddler groups to widen children's social circle and to develop their communication and social skills.

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

- The childminder gathers information from parents about children's starting points in development and interests when they join her setting. She uses this information to plan how she will support children's learning and help them to make progress once they start attending.
- Parents are very happy with the service the childminder provides. They share that their children have come on in 'leaps and bounds' since attending the setting, particularly in their confidence, speaking and social skills.
- The childminder considers how to support children with skills across all areas of learning. For example, she uses soft-play equipment to help children with gross motor skills, including balance and coordination, while simultaneously supporting their knowledge and language of shape and space.
- The childminder supports children's developing language and literacy skills through regular stories and nursery rhymes. She reads to children with energy and enthusiasm and as a result, children listen attentively. However, the childminder tends to choose books at random, rather than purposefully matching them to children's interests and developmental stages. This limits the impact of story sessions on children's learning.
- The childminder actively supports children with their personal care skills. She aims for children to gain independence in their self-care before they leave to

start school. The childminder establishes routines into the day to help children to develop their independence. For instance, at snack time, children remember to wash their hands before eating, then find their own bags before coming to the table.

- The childminder manages children's behaviour very skilfully. She uses plenty of praise and positive reinforcement to teach children about the desired behaviours, such as sharing with peers and helping at tidy up time. When children need support with their behaviour, the childminder discusses this with them in a kind and gentle manner. As a result, children feel very safe and know that the childminder is there to help and support them.
- The childminder understands the importance of early intervention when children are not developing as expected. Where this is the case, she communicates effectively with parents and external agencies. This ensures that all children receive all the help and support they need to make good progress in their learning and development.
- The childminder aims to support children with their early knowledge of phonics, however, she does not yet sequence her curriculum accurately in this area. She introduces children to letter names and shapes before they fully understand the sounds in the words they hear. This limits the learning outcomes for children during these activities, as they are not yet ready for the formal recognition of letters.

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:

- develop the planning of stories and texts used in the setting further, in order to support children's development with greater accuracy
- explore professional development opportunities to further knowledge and understanding of the progression in the teaching of phonics.

Setting details

Unique reference number	2760530
Local authority	North Yorkshire
Inspection number	10349730
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder transferred from a childminding agency and registered with Ofsted in 2023. She lives in Catterick Garrison. The childminder operates all year round, from 7.30am to 4pm, Monday to Thursday, except for family holidays and bank holidays.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation during snack time
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector

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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