

Childminder report

Inspection date: 4 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder provides children with clear explanations and simple guidance at the beginning of activities. She involves them in meaningful discussion to build on their communication and language development. For example, children talk about special people in their lives while they design cards for Valentine's Day. Children show high levels of excitement and eagerness as they securely extend their creativity and capably express their own artistic ideas. They skilfully use a wide selection of tools and equipment, such as scissors and glue spreaders, to enhance their physical skills. The childminder encourages children to develop excellent small-muscle skills and give meanings to marks they make as they produce patterns in malleable materials.

Children's behaviour is outstanding. The childminder acts as an exceptionally positive role model. For instance, she supports children to learn the impact that their actions may have on others. In addition, the childminder works very closely with parents in relation to children's behavioural boundaries to consistently resolve any minor conflicts. Children are very willing to 'have a go', and thrive on frequent praise and encouragement from the childminder. They are highly engrossed and motivated in their play for long periods and competently lead their own learning.

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

- The childminder places a remarkably high priority on promoting children's emotional well-being. She uses an extremely calm and reassuring approach to make sure children feel very content and relaxed in her care. Children participate in regular opportunities to continually explore their feelings to develop their emotional health, including mindfulness activities.
- Children are securely aware of the daily routines and fully understand where toys and resources belong in the environment. They are actively encouraged by the childminder to constantly share and take turns with each other during their play. Children build superb cooperation and display a positive attitude to learning. They have excellent opportunities to visit places of interest in the local community to continually broaden their skills.
- The childminder has a strong understanding of how to plan a successful curriculum to provide children with a wide balance of adult-led and child-initiated experiences. She demonstrates a secure knowledge of how to support children's future development. For example, children are involved in age-appropriate activities to help them learn about differences and similarities in people. This enables children to be respectful of culture and diversity.
- Relationships with parents are very good. The childminder communicates effectively with parents on a daily basis and keeps them up to date about their children's achievements, such as 'wow' moments. She positively encourages

parents to contribute ongoing details from home to enable her to be well informed about children's skills and abilities.

- The childminder is well qualified and shows commitment to furthering her professional development, including undertaking higher-level qualifications. She is dedicated and devoted to her childminding role and strives to provide children with high-quality care and education. The childminder establishes strong partnerships with other childminders to create a support network and to share suggestions for future practice.
- Children are provided with a splendid variety of home-cooked meals and snacks to support them to gain a secure understanding of a well-balanced diet. The childminder is highly aware of appropriate portion sizes for children and creates a social occasion at mealtimes. For instance, she makes sure she and her assistant eat alongside children to promote the benefits of healthy eating.
- The childminder continuously evaluates her provision and devises detailed action plans to recognise priorities for improvement. For example, she intends to develop an allotment to expand on children's outdoor experiences and understanding of growth, decay and change over time. However, systems for monitoring the performance of the childminder's assistants are not consistently effective. They do not always enhance their professional development and raise the overall quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very confident in her responsibility to safeguard children. She clearly knows how to respond to any concerns about their welfare. The childminder fully understands what to do in the event of an allegation being made against her or her assistants. She continually keeps up to date with wider safeguarding issues, including being aware of children who may be at risk of radicalisation. The childminder ensures documentation is well organised, such as policies, procedures and risk assessments, to support efficient running of the setting. She securely understands the importance of safer recruitment for her assistants to make sure they are suitable to work with children.

What does the setting need to do to improve?

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

- extend arrangements to monitor the performance of her assistants to more precisely focus on key areas of practice to strengthen the overall quality of teaching.

Setting details

Unique reference number	400630
Local authority	North Yorkshire
Inspection number	10065117
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 5
Total number of places	12
Number of children on roll	8
Date of previous inspection	11 August 2015

Information about this early years setting

The childminder registered in 2001 and lives in Scarborough, North Yorkshire. She operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for three- and four-year-old children. The childminder works alongside an assistant.

Information about this inspection

Inspector

Rachel Enright

Inspection activities

- The childminder carried out a learning walk with the inspector to explain how the early years curriculum is implemented in the setting.
- The inspector observed play opportunities and assessed the impact on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector checked evidence of suitability of all adults living in the household, including the childminder's assistants.
- The childminder spoke with the inspector at appropriate times throughout the inspection and spoke about her arrangements for self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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