

Childminder report

Inspection date: 1 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a nurturing, homely environment for babies and children to grow and develop. She prepares interesting activities for children to explore independently. Young children show that they feel safe and happy with the childminder. They develop secure bonds with her, which helps them to be confident as they explore their surroundings. For example, babies show curiosity and begin to move towards resources, regularly checking back on where the childminder is. She responds to their non-verbal communication and reassures them that she is still there. The childminder has high expectations for children. She monitors their development and challenges them to build on their existing skills. For example, she provides young children with activities to start to build on their small-muscle skills when they are walking more steadily. The childminder is experienced and knowledgeable in her work with children of all ages.

Children's emotional well-being is paramount to the childminder. Since the COVID-19 (coronavirus) pandemic, the childminder has made changes to the way that new children settle in. Although parents no longer come into the home, they use the sheltered outside area to communicate children's needs and discuss their day. This helps to maintain continuity of care for children and supports effective partnerships. In addition, the childminder has attended training on the impact of the pandemic on children's personal, social and emotional development. This has helped her to support them and meet their needs, particularly those children who have lost confidence during isolation periods.

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

- Babies and young children develop good communication and language skills. The childminder models clear words to them as they play and describes their actions to them. For example, she encourages babies to 'push' as they push the objects. Babies show delight when they are successful and begin to dance when the toys play music.
- Children begin to learn how to keep themselves healthy and safe. The childminder develops games for older children to encourage them to brush their teeth, and she speaks to parents of young children about visiting the dentist. Older children know the new procedures to follow for hand sanitising and are keen to help the childminder keep resources clean and hygienic. The childminder discusses healthy lunch options with families and children who bring packed lunches. This helps them to learn about the importance of a healthy diet and how to make healthy food choices.
- Children benefit from making independent choices about where they would like to learn. The childminder has recently developed the outdoor area and provided a sheltered space. This means that children can choose to access learning

outdoors, such as using paint, chalkboards and role-play equipment. Although the childminder provides a range of activities for children to enjoy, there are times when she does not consider ways for young children to extend their learning and practise new skills. For example, she encourages young children to use diggers for tipping, but this is done imaginatively with air as there are no materials to practise the action of pouring, filling and emptying.

- The childminder is proactive in refreshing her skills and knowledge. She is part of a group of childminders who support each other in sharing good practice. She regularly uses online facilities to access professional development. For example, she has reviewed the changes to the early years foundation stage and has started to make adjustments to her practice. However, this is not fully embedded and the childminder does not reflect on the impact of changes in order to improve her practice.
- The childminder discusses how she helps older children to prepare for future learning. For example, she helps them to build their independence and encourages them to take an active part in their own self-care, such as using the toilet. The childminder gathers information from local schools to find out their expectations for children when they start school. For example, she helps children to find their own name for registration and supports them to develop small-muscle skills to hold their pencils, if appropriate.
- The childminder gathers regular feedback from parents, which helps her to meet children's needs. This includes providing more regular updates on children's progress. Parents' feedback is positive and they are happy with the home-from-home environment and how quickly their children settle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She confidently discusses her procedures to report concerns about children's welfare and identifies potential signs of abuse and neglect. The childminder has a good understanding of wider safeguarding concerns and knows the local area very well. For example, she discusses how people may be vulnerable to becoming involved in county lines and knows the signs to be aware of. The childminder discusses and shares her risk assessments and procedures for health and safety with parents. For example, she will continue to follow some of the safety precautions for COVID-19 as this helps families to feel safer.

What does the setting need to do to improve?

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

- consider further ways for young children to fully extend their learning indoors and practise new skills

- implement new knowledge gained from professional development and reflect on the impact of changes in practice for children.

Setting details

Unique reference number	400675
Local authority	North Yorkshire
Inspection number	10072887
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 June 2016

Information about this early years setting

The childminder registered in 1998 and lives in Malton, North Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, 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

Michelle Lorains

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed teaching during activities indoors and assessed the impact this has on children's learning.
- During unplanned experiences indoors, the childminder and the inspector held a joint observation and discussion.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of her suitability to work with children, suitability of household members, and the childminder's professional development certificates.
- The childminder provided written feedback from parents for 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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