

Childminder report

Inspection date: 5 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a welcoming, home-from-home environment to play and learn. Children are happy and confident in the childminder's presence and enjoy her company. They form trusting bonds with the childminder, who is very attentive to their needs. Children check in regularly with the childminder for cuddles and reassurance. As a result, children feel valued and happy during their time at this setting.

The childminder provides an engaging and varied curriculum for children. They show a positive attitude to their learning and take part in a range of activities and experience on offer. For example, younger children develop their hand-to-eye coordination as they stack bricks on top of one another in the sand. The childminder skilfully challenges the children to count how many bricks they have. All children make good progress from their starting points.

Children are kind and caring towards each other. They follow the setting's routines and boundaries and behave well. The childminder has a consistent approach and helps children to learn what is expected of them. For example, she reminds them to share and take turns. Children receive consistent praise and 'high fives' for their achievements. This supports their confidence, self-esteem and emotional resilience well.

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

- The childminder's curriculum is built around children's interests. She uses observations and regular assessments to plan activities to support children's next steps. For example, children enjoy learning about colours. The childminder uses children's interest in farm animals to support engagement. However, at times, the childminder plans activities that are too difficult for the children. This means, on occasion, children lose interest because they are not developmentally ready for the activity.
- The childminder regularly promotes children's understanding of mathematical concepts. She embeds mathematical language throughout all activities. For example, the childminder uses positional language during play. She talks about 'over', 'under' and 'through' as children play with diggers and cardboard tunnels in the sand. The childminder encourages children to count the number of bubbles they see and helps them to use their fingers as they count. This supports children's early mathematical development well.
- The childminder uses her skills and knowledge to support children's communication and language development. She sensitively repeats back words and phrases that children say, modelling the correct pronunciation. The childminder asks the children questions to extend their learning. For example,

she asks children to name the different animals they see and what noises they make. This helps children to show good progress in their communication and language skills.

- The childminder keeps her skills and knowledge up to date through her own research and training. For example, she has recently attended communication training to support children with their early language development. The childminder regularly meets up with another local childminder to share good practice ideas. This supports children to mix with other children of a similar age and develop their social skills.
- Children learn about the importance of healthy lifestyles. They enjoy using the garden throughout the day for fresh air and exercise. The childminder takes the children on regular trips to the local park to play on the larger play equipment. Children take part in activities to teach them about good oral health and the importance of brushing their teeth. The childminder works with parents to send healthy packed lunches for their children.
- The support for children with special educational needs and/or disabilities (SEND) is a strength of the setting. The childminder is experienced in working with children with SEND. She knows where to go for advice and support and works with parents and other professionals to ensure that children make good progress. This is an inclusive environment for all children.
- Overall, parent partnership is effective. The childminder communicates well with parents through daily face-to-face discussions and shares information online. Parents say that they are very appreciative of the care their children receive. However, the childminder does not yet provide parents with ideas based on their children's current learning needs. This does not fully support children's 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:

- strengthen planning to ensure activities provide an appropriate level of challenge that reflect children's stage of development and fully support engagement in their learning
- enhance opportunities to develop children's home learning to further support their learning needs.

Setting details

Unique reference number	400898
Local authority	North Yorkshire
Inspection number	10351310
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	11
Date of previous inspection	24 October 2018

Information about this early years setting

The childminder registered in 1998 and lives in Thirsk. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education places for two-and three-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 her setting.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- 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.
- 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.

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