

# Childminder report

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Inspection date: 19 January 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children establish extremely strong bonds and attachments with the childminder. They talk with affection about her wider family. Children are happy and settled in her warm and welcoming home. They arrive eager to play. Children are encouraged to self-register every day. The childminder skilfully and compassionately supports children to understand their feelings and emotions. For instance, children look at pictures of how they feel. Children clearly enjoy spending time with the childminder, and excitedly involve her in their play. For example, children ask for stories, as they enjoy sitting with the childminder. They have a positive attitude towards their learning and persevere at new skills. Children skilfully draw pictures using a range of pen and crayons.

The childminder has high expectations for all children. She sets clear boundaries and gives children lots of praise and encouragement. This helps to build their confidence and self-esteem. Children behave extremely well as they play. They are encouraged to share and take turns with resources. Children have plenty of fresh air and physical exercise. For example, they have access to outdoors, where they ride on cars skilfully, manoeuvring these around the garden. The childminder also takes children to visit local parks and on woodland walks.

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

- The childminder has a secure understanding of how children learn and develop. They are at the centre of her practice. She often allows children to take the lead in their own learning, based on what interests them. Children are eager to engage in activities and show high levels of concentration.
- The childminder knows children well. She makes good use of observations and assessments to accurately plan children's next steps in learning. As children play, the childminder intervenes at appropriate times to promote and extend their learning. However, at times, the childminder does not provide extra challenge for children to build on what they already know and can do, in order to extend their learning to the highest possible level.
- The childminder has established very good relationship with parents based on trust, openness and honesty. She ensures that parents are kept informed about every aspect of their child's care and education. Parents speak highly of the care and support that the childminder provides. They feel that their children develop good social skills, and thoroughly enjoy the variety of activities and trips within the community. Parents talk about the childminder's 'caring and nurturing approach' and comment that she 'puts her heart and soul into meeting children's needs'.
- The childminder maintains her professional development effectively. She completes mandatory training, such as paediatric first aid and safeguarding, to

help her to keep children safe. The childminder accesses online training and has developed good links with other childminders. They meet regularly and share ideas, which helps to enhance her professional knowledge and skills.

- The childminder has lively conversations with children and models language well. She extends children's short phrases into sentences. The childminder introduces new words, such as 'aliens', to help increase their vocabulary. However, at times, she does not give children time to think about the questions asked and provides the answer for them. As a result, children do not receive the time to think, and to be able to respond with their thoughts and ideas.
- The childminder is skilled at knowing when to stand back to allow children to work things out for themselves, which successfully helps to build their confidence. Children feel comfortable to make mistakes in their learning and to have another go. For example, when they identify they have counted incorrectly, they are keen to try again until they feel confident they have got it right. Children are independent in their self-care. For example, they pour their own drinks at mealtimes and, from an early age, children are encouraged to put on their own coats.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms of abuse. She knows what to do if she has concerns about a child and who to contact. The childminder attends safeguarding training to ensure that her knowledge is up to date. She has a written safeguarding policy in place, which includes information about the use of mobile phones. The childminder provides children with a safe and secure environment. She identifies any potential hazards and removes them to make sure that the setting is safe for the children to play. The childminder has a range of hygiene measures in place to ensure the health and safety of children attending.

## What does the setting need to do to improve?

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

- provide extra challenge for children and build on what they already know and can do, in order to extend their learning to the highest possible level
- give children enough time to process their thoughts and express their ideas, when responding to questions.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 401162                                                                            |
| <b>Local authority</b>                             | North Yorkshire                                                                   |
| <b>Inspection number</b>                           | 10072897                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 19 January 2016                                                                   |

## Information about this early years setting

The childminder registered in 2000 and lives in Selby. 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 qualification at level 3.

## Information about this inspection

### Inspector

Eileen Grimes

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.
- Parents shared their views of the setting through written feedback.

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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