

Childminder report

Inspection date: 6 January 2023

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

Children are happy and settled in the childminder's welcoming home. The childminder provides a stimulating, loving and warm environment for children. She is kind, caring and patient, and children form strong attachments with her. Children have great fun and enjoy being in the childminder's company. They are confident and happy to talk to visitors, showing how secure they are in her care.

Children are eager to take part in the rich learning experiences the childminder provides. They show positive attitudes to their learning and have high levels of concentration and engagement during play. The childminder joins in with children's play and provides quality interactions as she engages with them. She knows the children well and follows their interests to plan exciting activities for them. Children are happy, content and are making good progress in their learning.

Children behave very well. The childminder has high expectations of children's behaviour. She models good manners and praises children for their positive behaviour. This helps to build children's confidence and self-esteem. The childminder offers gentle reminders to further support children's understanding of expected behaviours. For example, she reminds children to tidy up what they have been playing with before choosing another activity.

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

- The childminder knows the children she cares for well. She uses information from parents and her own observations of children to plan their next steps. The childminder carefully plans purposeful activities based on children's interests. This helps to ensure that children make the best possible progress in their learning.
- The childminder prepares children for school by developing their independence and self-help skills. Children independently choose toys and resources throughout the day. They pour their own water from a jug and wash their own hands. This helps children to develop the skills they need and become confident in their own ability.
- Children go on regular trips in the local community and have many opportunities to socialise. For example, children enjoy interacting with other children at local toddler groups and sensory classes. They often visit the local parks, woodlands and the library. However, children do not have consistent opportunities to learn about different countries, cultures and religions in the wider world, to develop their learning to the highest level.
- The childminder shows a genuine enjoyment of her work. She reflects on her practice and evaluates the effectiveness of her provision. For example, she plans to introduce further messy play opportunities for younger children. The

childminder is committed to her ongoing professional development. She ensures that all mandatory training is up to date to help her keep children safe and well.

- The childminder promotes children's speech and communication skills very well. Children are listened to and given time to reply as they engage in high-quality conversations with the childminder. The childminder models clear words consistently and corrects children if they mispronounce words. Children enjoy looking at books with the childminder, who captures their interest with skill. They talk about what they can see in the story and use a detailed and wide vocabulary.
- Children develop a strong understanding of number through well-planned activities that reflect their interests. For example, younger children are encouraged to count in activities. They explore and understand size, quantity and positional language. However, occasionally, the childminder's expectations of children's mathematical ability are too high. They do not always match their stage of development to extend their learning further.
- Partnership with parents is strong. The childminder spends time getting to know children and their families before they start. Parents describe the childminder as reliable, consistent and patient. The childminder works with parents and keeps them updated about children's learning and development. For example, she sends regular photos of children's achievements.
- Children learn about healthy lifestyles. They have daily opportunities for outdoor physical play. The childminder takes children to local woodlands and parks where they can explore nature and develop their physical skills. She works in partnership with parents to ensure that snacks and meals for children are healthy and nutritious.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows the signs and symptoms to look out for that may be a cause for concern about a child's welfare. She knows how to accurately record these concerns. The childminder knows who to contact should she have a concern about a child, and she knows the procedures she must follow to keep them safe. She can talk with confidence about what she would do in a range of scenarios and is aware of the procedures to follow if an allegation is made against herself or a family member. The childminder attends safeguarding training and holds a current first-aid certificate. Children are well supervised.

What does the setting need to do to improve?

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

- enhance opportunities for children to learn about the wider world to develop

their learning to the highest level

- ensure activities provide an appropriate level of challenge that reflects children's stage of development.

Setting details

Unique reference number	401210
Local authority	North Yorkshire
Inspection number	10264357
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	13 June 2017

Information about this early years setting

The childminder registered in 1995 and lives in Romanby, North Yorkshire. She operates all year round, from 8am 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

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 provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector around the areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was completed by the childminder and inspector.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of this on children's learning.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.

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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