

Childminder report

Inspection date: 10 February 2022

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 relaxed and happy in the setting. They enjoy playing with the wide range of good-quality toys and resources available to them. Children demonstrate increasing problem-solving skills and persist until they find a solution to any challenges they encounter. They develop good small-muscle skills as they squash and roll dough and use objects, such as paintbrushes and chinks to make marks. This prepares children well for future writing.

Children are regular visitors to the library, which strengthens their interest in books. They love music and some are captivated by the childminder's singing. Children enthusiastically join in with songs, learning new words and ways to move. Their vocabulary is increasing rapidly, and they learn and use new words as they play. For example, children talk about the stacking cups 'wobbling' as they build them up. Overall, they listen well and usually respond positively to instructions, such as when to wash their hands and put aprons on for messy play.

During the COVID-19 pandemic, the childminder opened as soon as it was safe to do so to support families. She took steps to keep everyone safe. This included asking parents to drop off their children on the doorstep. Parents and children adapted well to this change.

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

- The childminder knows the children well and uses this to provide an exciting curriculum that supports them to make good progress. She makes use of community groups to extend children's social skills and further their learning. Frequent trips to nature areas and parks increases children's love and understanding of nature and the world.
- The childminder encourages children to do things for themselves and develop independence. For example, they enthusiastically help her to prepare toppings for their lunchtime pizza. Children chop the vegetables with impressive control and confidence, and happily 'taste test' the ingredients.
- Overall, children behave very well. They play together and are learning about the importance of sharing and being kind. They accept that certain rules are in place, such as those for their safety and to teach them about the importance of respect. Very occasionally, the childminder does not remind children that they need to help with tidying away toys when they have finished playing. This does not ensure that they get consistent messages about expected behaviour.
- Children's good health and well-being are promoted well. High standards of hygiene are maintained throughout all childcare areas. Children quickly learn good hygiene routines and implement these willingly. Food is nutritious and well balanced, with good consideration given to oral health. Children get lots of

exercise in the fresh air due to the wide range of outings, walks and activities in the local community.

- Partnerships with parents are good. Parents describe the childminder's setting as 'very warm, welcoming and clean with plenty of toys and activities for the children to do'. They say she shares information with them to keep updated throughout the day. Some children attend other settings. However, the childminder does not routinely work with them to further children's learning.
- The childminder understands the importance of continually evaluating all areas of her provision. She gathers the views of parents and children to help inform areas she can adapt and change. The childminder shares ideas for good practice with childminding colleagues and completes training to keep her knowledge updated.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe and free from harm. She is confident in her ability to detect the potential signs and symptoms of neglect and abuse. The childminder understands the procedures to follow should she have any concerns about the welfare of a child in her care. She completes risk assessments and visual checks each day to ensure children have the freedom to explore and develop within a safe and secure environment. Information about children's healthcare needs is obtained from parents, recorded for reference and followed to ensure their welfare.

What does the setting need to do to improve?

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

- be more consistent in encouraging children to start and take responsibility for tidying up after themselves when they finish playing
- explore ways to work with other settings that children attend to ensure that learning and development are fully and consistently promoted.

Setting details

Unique reference number	503246
Local authority	North Yorkshire
Inspection number	10071071
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	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 April 2015

Information about this early years setting

The childminder registered in 2001 and lives in Richmond, North Yorkshire. She operates all year round, from 8am to 5pm, Tuesday to Thursday, except for family holidays.

Information about this inspection

Inspector

Lindsey Pollock

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of parents' views of the childminding service.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during 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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