

Childminder report

Inspection date: 20 July 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 thrive in the care of this friendly and nurturing childminder. They feel very at home in her care. Children demonstrate this as they play alongside the childminder, and happily stroke her dog. They talk to the childminder commenting, 'We haven't got anything for her, have we?' Parents comment that their children are very happy with the childminder. They value her knowledge on child development and the support she gives them.

The childminder has high overall expectations of children's learning. For example, she provides opportunities for children to write their name. Children behave well and demonstrate good concentration. They work with a clear purpose in mind as they create a crab with cardboard and pipe cleaners. Overall, the childminder supports children effectively. For example, she observes and demonstrates how to join pipe cleaners to help children develop their skills further. Children are safe in the childminder's care. She has reviewed her practice in the light of the COVID-19 pandemic. In recent days, she has taken effective action to keep children safe in extreme heat. This has helped to reassure parents that their children are safe.

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

- The childminder identifies what she wants children to learn and puts activities out to support what they need to learn next, as well as reflecting their interests. This helps children to concentrate and engage in activities. Children enjoy exploring a range of tools and materials. For example, they are fascinated about how to use a hole punch. They explore the patterns that they can make when they punch holes into folded paper. When children explore other materials that they can use a hole punch with, the childminder provides even more ways they can explore this. This helps children maintain high levels of engagement.
- Children have a range of opportunities to express their thoughts and ideas. The childminder gives children time to follow their own ideas. For example, children engage well as they make a bed for fairies. They cut a box and explore which materials would make a good mattress. They adapt their plans as they realise the pipe cleaners over the top make it difficult to fit the fairies in.
- The childminder helps children to develop a love of books. For example, she uses books to help children to learn about their feelings. She provides opportunities for children to write their name. However, sometimes the childminder does not always provide the highest levels of support and challenge to help older children develop their literacy skills. For example, she misses opportunities to help children to learn about letters and the sounds they make, when they are developmentally ready for this.
- Children learn how they can keep themselves healthy. For example, older children explain that they need to wash their hands before eating. The

childminder helps children to understand the importance of using sunhats and suntan lotion in hot weather. She teaches children the importance of remaining hydrated.

- The childminder has a good understanding of working with parents and other professionals. For example, she shares information about what children are learning with her. Parents share 'wow' moments with the childminder to develop an effective partnership between home and the setting. She builds on what children are doing at home.
- The childminder strengthens her own knowledge and understanding using some online forums. However, this is not sufficiently focused on improving children's learning to help children make the best possible progress, particularly in relation to mathematics. For example, the childminder focuses on teaching skills, such as recognising numbers, before children have the required understanding for this.
- The childminder works effectively with schools to help children to make the move from her home to school when the time comes. For example, the childminder welcomes teachers into her home, so that they can see how children learn. She shares information with teachers regarding where children are in their learning. This helps teachers to understand children's care and learning needs when they first start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is safe. For example, she checks her home and garden daily to make sure it is safe. Her doors and garden gates are locked to ensure that unauthorised visitors are unable to access the premises. The childminder has a good understanding of safeguarding and she ensures that she keeps her knowledge and skills up to date. She knows what she would do if she had concerns about a child's welfare. She talks about the signs and symptoms that may indicate children may be subjected to abuse.

What does the setting need to do to improve?

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

- strengthen teaching in literacy and provide even higher levels of support and challenge to older children
- focus professional development on helping children make higher levels of progress, particularly in mathematics.

Setting details

Unique reference number	EY218503
Local authority	North Yorkshire
Inspection number	10073048
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 4
Total number of places	12
Number of children on roll	4
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 2002 and lives in Thirsk, North Yorkshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Elizabeth Fish

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 showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and evaluated the impact of the childminder's interactions on children's learning.
- The childminder evaluated an activity with the inspector.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder explained how she keeps children safe.
- Parents provided written feedback on their views of the childminding.
- The inspector viewed a range of documentation, including those relating to the childminder's suitability.

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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