

Childminder report

Inspection date: 4 November 2021

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

The provision is good

Children are happy and very settled in the childminder's care. They have lovely attachments with her. Babies snuggle happily into the childminder when they are having their bottle. Older children confidently climb onto her knee to listen to a story. Overall, the childminder plans a challenging curriculum which takes account of what children need to learn next. Children explore and investigate dried oats. They develop their coordination as they scoop, empty and fill oats into different containers. Older children enjoy making marks in the oats on the floor with their hands and toy cars. Children behave very well. They are kind and considerate. For example, older children invite younger children to share a book with them. They point out things of interest in the story and encourage younger children to turn the pages.

Children show high levels of independence. They move confidently around the setting, choosing what they would like to play with. Children learn how to keep themselves safe and healthy. They know to wash their hands before eating lunch and understand the importance of eating nutritious food. The childminder knows what she wants children to learn and why. For instance, she is mindful that some younger children have not had many opportunities to socialise in large groups due to the COVID-19 pandemic. Therefore, she plans for children to play in larger groups with other childminders and their children. This helps children to develop their confidence.

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

- When children first start, the childminder finds out from their parents what they know and can do. She uses this information to plan appropriate activities which, overall, motivate and engage children. Children make good progress in their learning.
- Older children take part in regular singing sessions and story times. This helps them to develop their language skills. However, the childminder does not plan as effectively to involve babies in group activities. This means that, on occasions, babies are not consistently engaged in their learning.
- The childminder supports children well to become effective communicators. She comments and extends on children's language when they play. The childminder teaches children new vocabulary, such as 'long' and 'short'. Children copy these new words and later use them to compare the length of the train track.
- The childminder plans activities to help children to develop their early reading skills. She takes children to visit the library to choose their favourite stories. Children have access to a wide range of good-quality books in the setting. They develop a love for books and an interest in reading.
- The childminder encourages children to develop their understanding of

mathematics when they play. For example, she teaches children to count the number of trains on the track and recognise their colours. Children confidently work out how many trains they will have if 'one more' is added.

- The childminder evaluates her practice and attends online training to keep her knowledge up to date. She networks with other childminders to share ideas and good practice. The childminder is aware of her strengths and areas to enhance. For example, she plans to extend her knowledge of the recent changes to the early years foundation stage.
- Children enjoy many opportunities to be outside in the fresh air. They play in the childminder's garden, and visit local parks and places of interest in the local community. Children learn to value and accept the differences between themselves and others.
- The childminder plans activities which follow children's interests. Children are willing to 'have a go' and try new activities. The childminder teaches children important skills which will help them in the next stage of learning, such as taking turns and listening to each other.
- The childminder develops good partnerships with parents. She shares regular information about their children's development with them. For example, the childminder makes time to have daily conversations, shares regular progress reports and send photos throughout the day, via an online application.
- Parents are extremely positive about the childminder's service. They comment that the childminder goes 'above and beyond'. Parents say that their children are so excited to attend the setting each day. They praise the progress the childminder has helped their children make, particularly in their speech and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children well to keep them safe. She attends regular safeguarding knowledge to keep her knowledge of how to protect children up to date. The childminder checks the environment each day to make sure that there are no risks to children. She teaches children how to keep themselves safe. For example, older children learn how to use the internet safely.

What does the setting need to do to improve?

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

- plan group activities more effectively so that all children are fully involved and engaged in their learning
- enhance professional development opportunities to extend knowledge further and to provide an even higher quality of education for children.

Setting details

Unique reference number	EY229806
Local authority	North Yorkshire
Inspection number	10117336
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	1 April 2015

Information about this early years setting

The childminder registered in 2002 and lives in Brompton, Northallerton. 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 early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Vincent

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 her evaluation of the provider.
- The inspector viewed all areas of the setting that children access. The childminder discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation.
- Parents shared their views of the setting with the inspector. The inspector spoke to the childminder and children at appropriate times 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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