

Childminder report

Inspection date:

20 January 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are very eager to join in and play alongside their older peers after their day in school. On arrival to the playroom, children are excited to explore the new and exciting resources that the childminder provides for them. For example, they gather on the floor of the playroom and explore a new construction kit. Children show high levels of concentration as they play. They persevere when they use a screwdriver to join the pieces together. The childminder sits alongside children on the floor, offering help and support, if required. Children respond very well to her and show that they feel safe in her care. They smile when she looks at their model and make comments, such as 'It's like a big lollipop.'

Children behave exceptionally well. They cooperate very well as they share resources and interact with older children who also attend. Children listen to routine instructions, such as tidying up some resources in preparation for tea. Mealtimes are highly social occasions where children of all ages sit together. Younger children wait patiently for their meal to arrive and remain at the table until they have finished eating. The ethos of 'be kind' is evident throughout the setting. Relationships between children and with the childminder are positive and respectful.

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

- The childminder helps children to extend the skills which they are learning in school. For example, she encourages children to talk through the stages of how they constructed their models. Children use mathematical language, such as 'First I did this, second I did that,' to describe their process.
- Children develop their small-motor skills when they explore how tools work. The childminder allows time for children to explore how equipment, such as a drill, works. This strengthens children's physical skills and supports their early writing.
- The childminder develops exceptional relationships with parents. She spends time talking to them about their children at the end of the evening, when they are collected. Parents say the childminder is 'very approachable' and 'takes time to answer any questions'. They are particularly impressed with how inclusive the setting is and how they feel their child is 'valued' and 'is able to contribute to conversations'.
- The childminder prepares fresh, home-cooked food for children, which supports their good health. They thoroughly enjoy a hot meal after their day in school and particularly enjoy her 'steak pie'. Children have an active voice in the childminder's setting. For example, they help to plan the menus, and write their thoughts and ideas on a board in the kitchen.
- The childminder plans a broad range of purposeful activities for children. She

gathers information about children's interests when they first start attending. The childminder uses this information creatively to provide experiences, which she knows children will enjoy and actively engage in.

- The childminder is keen to give children an active voice while they are in her setting. For instance, children have a 'wish list' on the kitchen wall. They write activities or experiences they would like to do. Children say that they thoroughly enjoy the time they spend with the childminder after their day in school.
- The childminder works superbly alongside her co-childminder. They provide a before- and after-school provision that is highly respected and valued by all who use it. The views of parents and children are sought regularly, for instance through the use of questionnaires. This helps to support the self-evaluation process and helps to continuously improve the setting.
- Children demonstrate exceptional manners. They frequently say please and thank you and show high levels of respect for one another. Children's independence skills are supported well. Children show this when they pour their own drinks, and confidently use a knife and fork at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to providing a safe, secure environment for children. She places high focus on safeguarding children. The childminder kept in touch with children during the COVID-19 lockdown period, when they did not attend her setting. For example, she used text messages, and talked to children and their families if she saw them in the local community. Comprehensive safeguarding policies underpin the childminder's good practice. There are clear procedures to follow should the childminder be required to report any concerns about a child in her care. The childminder attends regular training to ensure that all contact information is kept updated.

Setting details

Unique reference number	EY275413
Local authority	North Yorkshire
Inspection number	10206654
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	4 to 11
Total number of places	6
Number of children on roll	25
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2004 and lives in Richmond. She operates during term time from 7.30am to 9pm and 3.30pm to 5.30pm, Monday to Friday. The childminder operates during the school holidays from 8am to 5.30pm. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Nicola Jones

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 the premises she works from and discussed how she ensures they are safe and suitable.
- The inspector spoke to the childminder about how she organises her provision and how she plans appropriate activities for children.
- The inspector spoke to children, to find out about their time at the provision.
- The inspector viewed a variety of documentation used to support the childminder's provision, including suitability checks and paediatric first-aid certificates.

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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