

Childminder report

Inspection date: 12 June 2024

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

The childminder provides a warm and welcoming environment, where children feel safe and secure. Children build strong bonds with the childminder. They are comforted by reassuring cuddles from the childminder, which supports their emotional well-being. Children learn in a language-rich environment. The childminder talks to children about what they are doing during activities and introduces new words, which helps to build their vocabulary. She speaks slowly and clearly, repeating words back if children mispronounce them. The childminder uses books, including homemade books, to deepen children's understanding of concepts. For example, children learn about life cycles and the word 'cocoon'. They have great fun as they learn and demonstrate warm relationships with the childminder.

Children learn about a wide range of topics and recall information exceptionally well. They make excellent progress across all areas of the curriculum, including children with special educational needs and/or disabilities. The childminder embeds the curriculum for physical development well. She provides children with lots of opportunities to use tools, such as pipettes, cutters and mark-making resources. This helps to strengthen their hand and finger muscles in preparation for early writing. Children use the equipment outdoors to strengthen their large muscles. Younger children confidently climb on and use ride-on toys independently. They demonstrate good levels of balance and coordination. Children show resilience and determination to keep trying.

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

- The childminder plans and implements her curriculum well. She meticulously assesses children's learning, considering their uniqueness, characters and interests. The childminder considers what children already know and can do and builds on their existing skills. Consequently, children remain engaged and make very good progress in their learning.
- The childminder skilfully introduces early mathematical concepts into everyday activities. She encourages younger children to recognise colours, shapes and count. Older children confidently explore and understand size, quantity and positional language. Children have many good opportunities to use their imaginations, such as during role play and with small-world figures.
- The childminder understands the importance of working closely with local nurseries and schools where children's early education is shared. She also ensures that she communicates well with other professionals to share information about children's progress. This helps to support a consistent approach to children's learning and development.
- Children learn about diversity from an early age. They enjoy regular outings with

the childminder to parks, farms and other places of interest. The childminder uses these visits to help children to develop their understanding of the world around them. She organises meetings with other childminders to give children opportunities to socialise in a wider group. For example, children visit soft-play centres, music groups and story sessions at the local library.

- Overall, the childminder supports children to learn some of the ways to live a healthy lifestyle. She helps children learn about foods that are healthy. Children have copious opportunities to be active in the fresh air each day. This supports children's physical development. However, the childminder does not strengthen children's understanding of good hygiene practices. For example, she does not consistently remind children to wash their hands after playing outside or before eating their snack.
- Children are motivated to investigate and explore. At the water tray, children add red and blue coloured water before opening the dam. They are very excited to watch the purple water flowing down the pipes. Children learn to be independent. The childminder asks children to find their shoes, and she supports them to put them on. Older children confidently fasten the zips on their coats.
- The childminder works in superb partnership with parents to settle children in, establish their developmental stage and help them to progress rapidly. Parents comment that the childminder 'goes above and beyond' to support them and their children. In addition, the childminder gives parents ideas and suggestions for children's development within the home.
- The childminder's reflective practice supports the quality of her setting to continuously improve. She understands the requirement to monitor the work of her assistant. The childminder has developed strong links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others. The childminder undertakes a wide range of training, such as special educational needs coordinator training, supporting children's play and safeguarding training.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- embed children's understanding of good hygiene practices more consistently.

Setting details

Unique reference number	EY290326
Local authority	North Yorkshire
Inspection number	10339363
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 2004 and lives in Asenby, near Thirsk. She operates all year round, from 8am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk across all areas of the setting to understand how the curriculum is organised.
- The inspector observed a range of activities and evaluated the impact of the quality of education on children's learning.
- Relevant documentation was reviewed by the inspector, including the suitability of adults living in the household and first-aid qualifications.
- The inspector interacted with children throughout the inspection. Parents told the inspector through discussions and written feedback how the childminder supports their children's learning and keeps them informed.

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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