

Childminder report

Inspection date: 18 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled in the care of this warm and very caring childminder. They have access to a wide range of resources in a dedicated playroom. Children spend a long time developing their imaginations when they are engrossed in playing with a doll's house. They persevere to complete jigsaw puzzles, trying hard until the pieces fit. Children are confident and encouraged to make decisions throughout the day. The childminder wants all children to make the best possible progress. Children behave well. They enjoy interesting activities and are motivated to learn. The childminder has kept in touch with children and their families during the COVID-19 pandemic. She sent home video diaries of their plants growing and provided activities to do at home, such as art and craft activities. This helped children to continue their learning at home.

The childminder places a focus on children learning outdoors and about the world around them. Children enjoy many visits in the local community. For example, they go to the library, play in the local countryside and visit places of interest. Children enjoy feeding hedgehogs and looking after hoglets for the local sanctuary. They bottle feed baby lambs and care for them until they return to the local farm. Children grow fruit and vegetables and enjoy eating them for their snack. The childminder takes children to donate their produce to a local charity. These experiences help children to learn to care for other people and about the world around them.

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

- The childminder finds out from parents about their children's development when they first start. She uses this information and her observations to plan for what children need to learn next. The childminder makes sure that children make progress and are ready for the next stage of their learning.
- The childminder gives children her full attention and constantly engages them in conversations. She introduces new words to develop children's vocabulary. However, in the childminder's enthusiasm, she sometimes asks younger children questions which are too difficult for them to understand, which interrupts their chosen play.
- Children freely access a large selection of books. They develop a love of reading. Children snuggle up to the childminder to listen to their favourite stories. The childminder encourages them to lift the flaps and press buttons to guess the names of the animals in the books.
- The childminder places an emphasis on developing children's mathematical skills. When children play, she encourages children to count and recognise shapes and colours. Young children confidently count the number of pretend frogs on lily pads and recognise circles.

- The childminder shares lots of information with parents about their children's care and development. Parents are extremely positive about the service the childminder provides. They comment that their children adore the childminder and run in with smiles on their faces. Parents particularly comment on the progress their children make in their independence skills.
- The childminder is committed to keeping her knowledge up to date, such as around the recent changes to the early years foundation stage. However, she does not consistently focus her professional development on the individual needs of the children attending. For instance, the childminder recognises that she could extend her knowledge of supporting children who speak English as an additional language.
- The childminder helps children to value and respect each other. Children learn about events which are important to other children, such as Diwali. They enjoy cooking and using chopsticks to eat noodles at Chinese New Year.
- Children develop their independence at every opportunity. They put on their own wellies to go outside, wash their hands and choose what they would like to play with. The childminder involves children in preparing their own meals. Younger children confidently spread the butter and make their own sandwiches at lunchtime.
- The childminder helps children to learn about the importance of following healthy lifestyles. She provides children with nutritious home-cooked meals. Children learn about the importance of keeping their teeth clean. They read books about visiting the dentist and practise brushing pretend teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse. She knows what to do if she has any concerns about a child's welfare. The childminder checks her home to make sure that it is a safe place for children to play. Children are cared for in a safe and secure environment. The childminder teaches children how to keep themselves safe. For instance, they learn about road safety when they are on outings.

What does the setting need to do to improve?

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

- take account of children's ages and stages of development when asking questions, to enhance their engagement in activities
- focus professional development on the individual needs of children, to extend their learning even further.

Setting details

Unique reference number	EY305768
Local authority	North Yorkshire
Inspection number	10117384
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 July 2015

Information about this early years setting

The childminder registered in 2005 and lives in Bridge Hewick, near Ripon. She operates all year round from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Melanie Vincent

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 setting.
- The childminder and the inspector had 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 on children's learning.
- The childminder and the inspector carried out a joint observation of an adult-planned activity.
- The inspector spoke to the childminder at appropriate times during the inspection. Parents shared their views with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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