

Childminder report

Inspection date: 12 September 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 enjoy the time they spend with the nurturing and caring childminder. They develop strong and meaningful relationships with her. This helps children to feel relaxed and safe in her care. Children select books and snuggle onto the childminder's lap. They listen intently, as she reads to them enthusiastically.

The childminder knows children well. She provides a good range of resources for children, indoors and in the garden. Children choose what they want to play with, following their own interests. The childminder uses their interests to develop learning opportunities. For example, she talks about the shapes and textures of the dressing-up clothes that children are wearing.

The childminder has high expectations of children and acts as a positive role model. She talks to children calmly, gently reminding them to say 'please' and 'thank you.' Children behave well and have a positive attitude to their learning.

Children's independence is supported from a young age. They take off their own shoes and put them into a basket on arrival. Children enjoy doing little jobs to help each other. For example, they take it in turns to take the basket of shoes to the back door, ready to put on for outdoor play.

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

- The childminder has a clear idea of what she wants each child to learn. She builds on what children already know and can do. The childminder selects resources to set up for the session. Children add to these, following their own interests. This helps children to understand that their choices are valued. As a result, children make good progress in their learning and development.
- Children benefit from the childminder's creative imagination. The childminder combines children's individual learning needs into daily craft activities. For example, while playing with play dough, the childminder includes learning about colours, height and texture.
- The childminder has a positive attitude to the ongoing development of her practice. She has updated her knowledge through research. The childminder knows which areas she wants to develop to support children's learning and development.
- Children's physical and emotional well-being are supported well. Children get plenty of fresh air and exercise, as they play outside regularly. They develop their small and large muscles while making mud pies in the outdoor kitchen and scrambling up the climbing rope. This helps to prepare them for early writing activities. Children take regular trips to the park, library and playgroups. This helps children to develop an awareness of their local community.

- Children develop a love for books. The childminder engages children well as she reads to them. She provides props to help younger children to follow the story. Children are encouraged to remember and repeat well-known phrases from the story. They take home books to share with their family, to encourage reading at home.
- The childminder works well in partnership with parents. She gathers information about children's likes, dislikes and routines before they start. The childminder continues a shared approach by providing a daily record of what children have done during the day and by sharing photos. Children's development is shared with parents regularly. This also includes the progress check for children aged between two and three years. Parents state how their children have 'flourished and developed' while in her care.
- The childminder uses every opportunity to develop children's mathematical skills. Children explore numbers and count objects. The childminder introduces words related to shapes and measure. For example, children count how many sticks are in the play dough and solve which pretend tree is the highest.
- Children enjoy mixing resources together to create different textures. However, the childminder does not always encourage the correct use of language for naming objects. For example, children refer to herbs as flowers throughout an activity. This limits children's learning experiences on what herbs are and their uses, and it does not consistently extend their language further.
- The childminder promotes good listening skills through lots of interesting conversations. However, at times, she does not give children the opportunity to explore their own ideas or to develop their thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures. She understands the signs and symptoms of abuse. The childminder has a secure understanding of a range of safeguarding issues, including the 'Prevent' duty and female genital mutilation. This helps to ensure that she is able to identify children and families who may be at risk of being drawn into extreme behaviours and views. The childminder maintains a safe environment for children. She supervises children well and ensures that the premises are secure. The childminder completes regular paediatric first-aid training. She makes sure that a first-aid kit is always available. This means that she can respond appropriately to any accidents.

What does the setting need to do to improve?

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

- strengthen knowledge of the importance of using the correct words of objects to extend children's language skills further

- enhance ways of asking questions that will give children time to explore their own ideas and to develop their thinking skills.

Setting details

Unique reference number	EY306158
Local authority	North Yorkshire
Inspection number	10071723
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 2005. She lives on the outskirts of Scarborough. The childminder operates during term time, from 8am to 4pm, Monday to Thursday. She holds a childcare qualification at level 4. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting 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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