

Childminder report

Inspection date: 19 January 2023

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 are very settled and clearly happy with this attentive and nurturing childminder. They respond positively to her and snuggle into her for comfort and reassurance as they listen to stories. This helps children to feel safe and secure. The childminder acts as a positive role model. For example, she respects children's wishes, and gives them choices while highly valuing their responses. This teaches children the behavioural expectations in the setting. Hence, overall, children play harmoniously together.

Teaching is well planned and relevant. The childminder considers children's interests when planning learning. Children suggest ideas for what they would like to play with. This means that they show high levels of engagement and are keen to join in. They draw on their past experiences as they play. For example, children relate the way in which the weighing scales move to the see-saw in the park.

Children are exposed to a breadth of experiences which support their understanding of the wider world. They understand and appreciate the similarities and differences between people. For instance, they eat different foods from around the world and dress in traditional clothing from other countries. They read books which portray a range of people positively. This helps to promote respect and a celebratory approach to differences, giving children the positive values they need in life.

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

- The childminder has a clear intent for her curriculum. Learning is cleverly sequenced to allow children to build on existing skills and knowledge. For example, the childminder considers how to extend babies' developing physical skills when learning how to walk. This helps children to make good progress with their physical development.
- The childminder gathers detailed information from parents about what children can do when they first start attending. This, coupled with her own observations and assessments means that the childminder knows children very well. She joins them in play to teach them new knowledge and skills. However, the childminder does not yet use the most effective questioning to further encourage children to think, solve problems and speculate for themselves.
- Children's communication and language skills are developing well. The childminder explains the meaning of new words in play. She checks children's understanding of words by asking them to find yellow objects in the room while reading stories. The childminder places an emphasis on speaking clearly and articulately to children. They have varied opportunities to develop important skills. For example, they listen carefully to sounds they hear while visiting the

woodland area. This helps them to make good progress from their starting points.

- Children learn about feelings and emotions. They are encouraged to express themselves and talk about how they feel. There is a warm and nurturing culture at the setting, which fosters children's well-being. This helps them to feel safe and develop their emotional literacy.
- The childminder provides children with a superb range of nutritious meals that give them a good, healthy start to life. Hygiene practices are strong, with an emphasis placed on teaching children how to keep themselves safe. For instance, the childminder reminds them about the importance of covering their mouths when they cough to stop the spread of germs. Furthermore, they learn about the importance of oral hygiene as they role play being dentists. This helps give them a healthy foundation in life.
- From a young age, children learn important skills which encourage them to be independent. For example, they wash their own hands and feed themselves using cutlery. They are keen to do things for themselves and carry out small tasks such as chopping banana for dessert.
- The childminder carefully chooses training which has a positive impact on outcomes for children. For example, she has recently completed focused training on supporting two-year-old children. This has allowed her to purchase more age-appropriate resources and plan specific activities. This helps children make good levels of progress through targeted support.
- The childminder invites parents to share their views through surveys. This helps her to evaluate her setting. Parents praise the childminder fondly. They compliment how approachable she is, and appreciate the home-from-home environment. Parents receive daily information and photographs. However, the childminder does not yet fully make the most of all opportunities to share her vast knowledge and experience with parents to help them support children's learning at home further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure awareness of child protection procedures. She is aware of the possible signs that may indicate that a child is at risk of harm. Furthermore, the childminder knows the steps to take should she need to refer any concerns about children's welfare to relevant agencies. This helps to safeguard children. Clear fire-evacuation procedures are in place. Children practise fire drills, which help to keep them safe should there ever be an emergency. The premises are clean, and health and safety measures are in place, such as handwashing on entry. This helps with ensuring infection control and promoting children's good health.

What does the setting need to do to improve?

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

- develop varying questioning techniques to use when joining children at play to enhance their learning further
- share more information with parents to support children's development further at home.

Setting details

Unique reference number	EY312027
Local authority	North Yorkshire
Inspection number	10264547
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder was originally registered in 2005. The childminder operates from another registered childminder's property in Northallerton, North Yorkshire. Operating hours are 7.30am to 5.00pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of 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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