

Childminder report

Inspection date: 30 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is committed to providing children with a warm and welcoming environment where they feel secure and can flourish in her care. She acknowledges children's efforts and achievements with plenty of praise and encouragement, helping to build their emotional well-being and self-esteem. Children are highly motivated to explore the resources on offer and show a determination to be independent. For instance, when young children need more water for their play, they show great determination to fill their buckets themselves.

Children feel safe and form secure attachments with the childminder. They are confident the childminder will respond to their needs when asked. For instance, when babies show they are tired, the childminder cuddles them, quietly talking to them as they fall asleep.

Children are encouraged to learn how to manage their own behaviour. The childminder teaches young children to understand they must share toys and equipment and to say 'please' and 'thank you'. This helps young children to understand about showing respect and to develop an awareness of how their actions have an impact on the feelings of others.

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

- Children are encouraged to develop a love of books as they listen to the childminder read the stories they have chosen. Young children happily 'read' their own books and chatter to themselves about the story. The childminder is skilful in the way she uses books to teach young children about similarities and differences. For instance, when reading a book about vehicles, she asks children which vehicles are the same and match each other.
- The childminder promotes children's language and communication skills well. She pronounces words clearly and extends children's vocabulary as she describes her actions. Babies use sounds and gestures to make their needs clear to the childminder.
- Children's early mathematical skills are supported. For example, the childminder uses opportunities throughout the activities children are engaged in to develop their understanding of numbers and counting. She helps young children to gain an understanding of 'full' and 'empty' as they play with containers and compost.
- Children explore the environment in which they live with the childminder. For example, they regularly go on outings to the park, local woodland areas and places of interest. This offers children many opportunities to develop their physical skills and extend their understanding of the local community.
- Children are encouraged to develop their early writing skills. For instance, young children use their fingers to suck water into pipettes and to make marks on the

floor as they squeeze the water out.

- Children are happy, motivated and inquisitive learners. They show an eagerness to join in with activities and concentrate for long periods of time, relative to their age.
- The childminder supports children to develop their understanding of the natural world. For example, the childminder shows children how to wipe rain off the seats of the vehicles they want to ride on.
- The childminder observes children as they play and completes accurate assessments of their learning. Planning for future learning is based on what they already know and can do. However, she does not gather detailed information about children's achievements at home in order to inform the planning of activities and experiences from the outset.
- The childminder and parents have a daily exchange of information regarding children's care and well-being. Parents speak highly of the childminder and are complimentary of the service she provides.
- The childminder reflects on her practice to see where she can make improvements to her provision. The childminder engages with parents and gives them opportunities to share their views through regular discussions and questionnaires.
- The childminder keeps her safeguarding knowledge up to date through regular training. However, she does not make full use of professional development to enhance the opportunities she offers children and develop her teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder has a secure understanding of how to identify and report any concerns about the welfare of children in her care. The childminder maintains the security of her premises and regularly reviews her policies and procedures. She completes ongoing risk assessments of her home and garden and while on outings to minimise possible risks. Children develop an awareness of danger and learn how to keep themselves safe. For instance, they learn about road safety while out walking in the local area with the childminder.

What does the setting need to do to improve?

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

- gather information from parents about what children know and can do before they first start, to inform initial planning
- target professional development opportunities to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY331575
Local authority	North Yorkshire
Inspection number	10073642
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 2006 and lives in Skipton, North Yorkshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019