

Childminder report

Inspection date: 3 February 2020

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 follows children's individual interests to plan effectively for what they need to learn next. She works closely with external agencies to narrow any potential gaps in children's development. For example, the childminder uses suggested strategies from speech and language therapists to build on children's communication skills.

Children listen well to the clear boundaries set by the childminder. They display positive behaviour and show kindness and consideration to their friends. Children form nurturing and loving relationships with the childminder. They enjoy cuddling up to her while they read their favourite stories. Children develop a strong sense of well-being and security in the childminder's care. They eagerly store their own belongings in individual drawers when they arrive at the setting.

The childminder places a high importance on children's readiness for their future learning, such as supporting them to become independent and confident. She successfully extends children's first-hand experiences during their play and everyday routines. Children are clearly happy and content in their surroundings.

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

- The childminder provides children with a wide range of interesting activities to challenge them to make the best possible progress in their learning. She skilfully adapts experiences to suit children's age and stage of development. For instance, the childminder helps all children to enhance their mathematical skills in shape, space and measure. Younger children enthusiastically place shapes into sorters with minimal help or guidance. Older children capably make their own models and structures using construction materials.
- Children demonstrate good expressive art and design skills. They comfortably experiment with an assortment of musical instruments to create various noises and sounds. The childminder asks effective questions to children and encourages them to respond for themselves. This helps to extend their critical-thinking skills.
- The childminder ensures parents are kept well informed about their children's progress through individual developmental records. She actively encourages two-way communication between children's home environment and her setting. However, partnerships with other early years settings that children attend are still in their infancy. This means the childminder misses opportunities to share relevant information with teachers about children's ongoing progress.
- Children learn about nature and the world around them, such as when they participate in regular walks in the local area. The childminder visits the community library bus with children and shares books with parents. This enables them to continue their children's literacy development.

- The childminder manages her own playgroup on a weekly basis. This allows children to develop their personal, social and emotional skills as they mix with other children and adults. The childminder encourages children to share, take turns and use good manners.
- Children build good levels of concentration and focus as they follow simple instructions to make their own bird feeders. They respond well to praise from the childminder as she acknowledges their achievements.
- The childminder shows a commitment to her professional development and attends training courses to increase her teaching skills. She takes part in network meetings with other professionals to further her knowledge and understanding.
- Children follow effective hygiene practices and extend their self-help skills. For example, younger children willingly feed themselves at snack time. Older children competently use knives to chop fruit into smaller pieces.
- The childminder reflects on her daily practice to drive forward her provision. She encourages parents and children to contribute to her plans for continuous improvement, including asking them to complete questionnaires. The childminder has identified the need to develop the outdoor area even further to enhance opportunities for children who prefer to learn outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children and knows the child protection procedures to follow if she has any concerns. She continually keeps up to date about wider safeguarding issues, including the 'Prevent' duty. The childminder supports children effectively to gain their own understanding of how to keep themselves and others safe. For instance, she involves them in fire evacuations so they know what to do in the event of an emergency. The childminder models how to use equipment safely. She successfully implements a detailed range of policies and procedures to underpin her good practice.

What does the setting need to do to improve?

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

- establish more-effective partnerships with other early years settings that children attend, to provide greater continuity in children's learning and development
- implement plans to extend the range of outdoor learning opportunities and expand on the good-quality experiences provided indoors.

Setting details

Unique reference number	EY343367
Local authority	North Yorkshire
Inspection number	10071727
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 October 2015

Information about this early years setting

The childminder registered in 2006 and lives in Malton, North Yorkshire. She operates her service all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Enright

Inspection activities

- The childminder carried out a learning walk with the inspector to discuss the early years curriculum.
- The inspector observed the quality of teaching during play opportunities and assessed the impact this has on children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector looked at and discussed a range of records and policies and procedures with the childminder, including evidence of qualifications and the suitability of all adults living in the household.
- The childminder spoke with the inspector at appropriate times throughout the inspection and discussed her plans for future development.

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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