

Childminder report

Inspection date: 28 June 2022

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 offers a safe, nurturing and homely environment. Every child is welcomed and their unique characteristics are respected. Children form close relationships with the childminder and are happy and settled. They show good levels of independence and see to their own personal care needs effectively. For example, children help to set the table for lunch and learn good hygiene practices, such as washing their hands before they eat. This contributes to how children gain a good understanding of keeping themselves healthy and safe.

The childminder helps children to understand the expectations for behaviour and to manage their emotions. They quickly understand what is expected of them because the childminder is consistent, fair and explains clearly why some behaviour is unacceptable. Children respond well to the praise that they receive for their achievements.

The childminder makes good use of local areas in the community to help children develop their physical and social skills. For example, children build their muscles as they run around the nearby common and visit the local vegetable stall. The childminder also plans regular outings with another childminder to promote children's social skills and friendships even further. Children form good friendships with their peers and play cooperatively together. Established partnerships with the local schools and other settings that children attend mean that information about children's learning is shared. Therefore, children enjoy continuity in their learning and are prepared for when they move on to school.

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

- The childminder observes children as they play. She assesses their development to see what they have achieved and to identify any gaps in their learning. The childminder uses this information to plan activities and experiences to close these gaps and to support children to make progress.
- The childminder keeps parents well informed about their children's progress and works with them to meet their child's individual care needs. As parents do not go directly into the childminder's home at present, she uses other media to keep them fully informed about daily activities.
- The childminder is skilled in allowing children to follow their own interests. For example, when they find a small insect in the garden, the childminder spends time talking to the children about what the insect needs. For example, they discuss food and a safe place to live. Children delight in singing songs with the childminder. For example, they ask the childminder to repeat a song about sleeping unicorns.
- The childminder interacts well with children to promote their speaking and

language skills. She repeats words back to children and extends their vocabulary. She asks older children questions and engages them in conversations. This helps children to express their thoughts, ideas and make links between different experiences.

- The childminder increases children's knowledge and skills by introducing activities and ideas to broaden their experiences. For example, she encourages children to explore the smells and textures of different plants, such as lavender. However, during focused activities, the childminder is not always successful in helping to maintain the focus of those children who struggle with their concentration.
- Priority is given to supporting older children's understanding of mathematics, in preparation for school. The childminder encourages children to talk about number, shape and size as they play. For example, children count their strawberries at snack time and play counting games in the garden.
- The childminder has started to evaluate her setting by holding discussions with her assistants and by observing children. However, she does not currently gather parents' views effectively to capture their opinions.
- The childminder is keen to continue with her professional development. She attends regular online training and keeps up to date with changes to legislation. The childminder ensures that her first-aid certificate is up to date to help keep children safe. She keeps effective records of any accidents and medication administered to children.
- The childminder occasionally works from a co-childminder's home and sometimes uses an assistant. She encourages assistants to attend training and also supervises and monitors their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly completes safeguarding training and knows the signs that indicate a child might be at risk of abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder plans her daily routine carefully to make sure that children are always safe. For example, when children walk to and from the nearby garden area, she teaches them how to look and listen for cars as they cross the driveway. Children's understanding of safety is enhanced through controlled opportunities that enable them to take risks. They learn to use scissors responsibly.

What does the setting need to do to improve?

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

- find more ways to engage children and help them to remain focused during activities

- strengthen the system for self-evaluation so that all parents' views are regularly considered when evaluating and reflecting on practice and when making future improvements to the setting.

Setting details

Unique reference number	EY361691
Local authority	North Yorkshire
Inspection number	10071731
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	11 November 2015

Information about this early years setting

The childminder registered in 2007 and lives in North Duffield on the outskirts of Selby. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder regularly works with a co-childminder and assistants. She is also registered to work from her co-childminder's premises. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector jointly evaluated 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 viewed some documentation, including training certificates, the attendance register and evidence of insurance.

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 2022