

Childminder report

Inspection date: 13 August 2024

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 have secure attachments with the kind, caring and nurturing childminder. They enjoy their time in the setting and seek out the childminder to join in with their play. Children move freely and safely around the childminder's home. They choose what they would like to play with from the wide range of resources on offer.

The childminder organises an ambitious curriculum that considers children's current stages of development. She uses her detailed knowledge of each child to plan their next steps in development and move children's learning on. For example, young children begin to learn the skills they need for early writing, such as through mark making. The childminder ensures that writing tools are available to help children to start to develop their fine motor skills.

Children are confident and show positive attitudes towards their learning. For example, they become engrossed in a construction activity using magnetic tiles. They delight in exploring a builder's tray filled with big and small pincers and scoops to use during sensory play. This helps to develop their small-muscle skills and hand-eye coordination. Children behave well. The childminder is a good role model. She has clear expectations for children's behaviour. Children know that they need to be kind to each other and share.

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

- The childminder plans her curriculum to include regular story times. Children repeat well-known phrases in familiar books. For example, they delightedly demonstrate a loud roar as the childminder reads a familiar phrase about dinosaurs in a book. This helps children to develop a love of books and reading.
- The childminder supports children's communication and language skills well, overall. She encourages toddlers and older children to listen and take turns in conversation. However, occasionally, the childminder does not use new words to help to build on children's vocabulary. This means she does not consistently help children to develop their communication and language skills even further.
- The childminder supports children's mathematical development well. She weaves mathematical language throughout all activities. The childminder provides children with regular opportunities to count, and to explore and understand size and quantity. For instance, she challenges children to cut their banana in 'half' and then into 'quarters' at snack time. This helps children to develop excellent mathematical knowledge and skills.
- Children have plenty of opportunities to engage in role-play activities, which are based on their own experiences. For instance, they pretend to work in cafes and ask the childminder what she would like to eat from a menu. Children delight in bringing the childminder a pretend range of food for lunch. This supports

children to develop their imaginations well.

- The childminder places an extremely strong emphasis on giving children real-life experiences. They go on weekly outings to a variety of different places, including farms and museums. The childminder uses these visits to help to broaden children's knowledge of the world they live in.
- Children experience daily outdoor play. They enjoy healthy snacks, such as raspberries and bananas, and home-cooked meals each day. The childminder helps to develop children's understanding of how to lead healthy lifestyles.
- The childminder fosters children's independence well. Children confidently put on their own shoes before going outside to play. Older children clean and set up the table for meals. They practise skills, such as peeling and cutting fruit. This develops children's independence and prepares them for their next stage of learning, such as school.
- Parents speak highly of the childminder. They say that she 'goes above and beyond' and is 'an inspirational childminder'. The childminder notices children who are ready to potty train and works with parents to achieve this. She shares ideas with parents to continue children's learning at home. This ensures consistency in children's care and learning.
- The childminder is proactive in advancing her professional development. She has attended training to broaden her knowledge. The childminder continually reviews her practice and adapts her curriculum and support for children. This helps to improve the already positive outcomes for children.
- The childminder has established good connections with other childminders and local schools in the community. This enables her to exchange valuable information and discuss childcare practice regularly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on opportunities to extend children's vocabulary in order to further develop their communication and language skills.

Setting details

Unique reference number	EY369410
Local authority	North Yorkshire
Inspection number	10351458
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 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2008 and lives in Harrogate. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3 and occasionally works with an assistant. She offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Budge

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke with the inspector during the inspection.

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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