

Childminder report

Inspection date: 16 April 2024

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

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

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

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

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

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are happy in the nurturing care of the childminder. They are settled and extremely confident. Children show kindness to each other as they share their toys and offer support to the younger children as they play. The childminder has high expectations for children's behaviour. She provides support and guidance to remind the children to consider the needs of others and use their manners. The childminder provides children with plenty of praise and encouragement, which helps to boost their self-esteem and confidence. This helps children to feel safe and secure.

The childminder is ambitious for children's learning. She has a clear plan for what she wants children to learn. The childminder knows the children well. She ensures that the activities she provides stimulate children's interests and promote their developmental and learning needs. For example, to encourage children's understanding of numbers, she places numbers on cars and matching ramps. Children count out how many plates they need in the role-play café. They compare the size of their sunflowers to previous measurements. The childminder plans regular visits to local playgroups and libraries. This gives children opportunities to socialise with other children, which helps to prepare them for the next stage in their learning.

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

- Overall, children's communication and language development is well supported. The childminder extends children's vocabulary by using words, such as 'menu' and 'customers', when they play in the role-play café. She repeats back the correct pronunciation of words, so children hear the correct words, which further supports their development. However, children are not regularly given opportunities to take part in stories, songs and rhymes throughout the day to further extend their growing vocabulary.
- Children make independent choices about what they play with and confidently explore the resources that are available to them. Children have their own cupboard in the kitchen so that they can independently prepare their table for snacks and meals. When children become tired and ready for a nap, the childminder is patient and explains to the children what comes next while their friends are sleeping.
- The childminder is aware of children's allergies and dietary requirements when serving food and ensures that these are adhered to. Children help prepare wonderful nutritious meals with the childminder. They chop the vegetables and mash the potatoes, demonstrating excellent physical skills. Children learn about healthy foods and lifestyles.
- The childminder teaches children how to do things for themselves. Children are

increasingly independent in managing their own self-care needs. For instance, young children take off their own shoes and wipe their noses and dispose of their tissues. They wash their hands before preparing food.

- The childminder regularly assesses children's progress in their learning and development to ensure that they continue to make good progress. The childminder is knowledgeable about the children who attend that require additional support. She works closely with children's families and external agencies to ensure that children receive timely interventions and targeted support to meet their development needs.
- Partnerships with parents are effective. Parents contribute their thoughts on the childminder's provision to ensure that she continually meets the needs of the families in her care. The childminder regularly shares information on how children are making good progress in their learning and development and how parents can continue this learning at home.
- Since her last inspection, the childminder has made changes to the children's environment to enable them to make safe choices in their resources. These are easily accessible and changed daily to the needs and interests of the children attending.
- The childminder uses risk assessments effectively to ensure that all areas used by the children in her home and garden are safe. For example, while work is carried out in the garden, children only access the top part of the garden, which is securely fenced off. She understands her role and responsibility to keep children safe. The childminder knows what action to take if she has any concerns about a child's welfare.

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:

- provide regular opportunities throughout the day for children to engage in stories, songs and rhymes to further extend their language development and vocabulary.

Setting details

Unique reference number	EY371618
Local authority	North Yorkshire
Inspection number	10320229
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 October 2023

Information about this early years setting

The childminder registered in 2008. She lives in Cowling, North Yorkshire. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-and three-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and she assessed the impact that these were having on children's learning.
- Children spoke to the inspector about their experiences in the childminder's setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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 2024