

Childminder report

Inspection date: 13 January 2022

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 are happy and settled with the confident, well-qualified childminder. They show that they feel safe when they actively explore the well-organised, stimulating environment. The childminder implements a very well-thought-out curriculum that supports children's learning well, overall. Children's interests such as filling and emptying containers are well planned for. They have lots of opportunities to explore a wide range of resources where they can extend this fascination further. For instance, children investigate boxes with lids and a range of equipment, including soft balls, wooden curtain rings, shiny beads and corks. Children engage very well and concentrate as they place the curtain rings onto the wooden pole. They persevere when the smallest ring does not fit. Children listen with interest when the childminder explains this is because it is too small.

The childminder has high expectations for children's behaviour. She provides clear guidance for them to help develop an understanding of the boundaries in place within her home. For example, the childminder gently explains to children the importance of sitting down while they are eating. Children respond well and begin to show an understanding of this while in the childminder's home.

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

- The childminder is an experienced and knowledgeable childcare practitioner. She finds out where children are in their learning and uses this information to plan purposeful experiences for them, to further support their learning.
- Children's learning is supported well as they play. The childminder counts when they place objects into a box. This supports their understanding of mathematics. Children's communication skills are supported equally well. For example, the childminder introduces words, such as 'soft' and 'squidgy', when children fill a box with small balls.
- The childminder has a clear understanding of children's development. She shares this information with parents, and they work together to support areas where children need additional help. The childminder is aware of the support agencies in her local area, such as speech and language services. She talks confidently about signposting parents to these resources, should the need arise.
- Children are supported well to solve problems and investigate. This is evident when the childminder shows children how to place objects, such as soft balls and cars inside long cardboard tubes. Children show high levels of curiosity when the objects come out of the other end. They enjoy seeking further resources to try this out for themselves.
- Children develop strong attachments to the childminder. They show this when they sit on the childminder's knee during activities and sit close to her when she reads stories to them.

- Children's oral health is supported well. For example, the childminder provides milk or water for children to drink during the day. She provides clear guidance to parents to ensure that children's packed lunch boxes are healthy and nutritious.
- The childminder helps children to develop an understanding of routines during the day. She talks gently to children as they wash their hands in the bathroom, explaining the importance of the activity.
- The childminder regularly reviews her provision to help make ongoing improvements to her service. She has recently reflected upon changes to the early years foundation stage framework. This has reduced the amount of documentation the childminder is producing and is allowing her to spend more quality time with children.
- The childminder has identified that her outdoor garden needs developing further. She recognises there are more ways she could provide high-quality experiences to support children's learning. The childminder has plans in place to develop this and would like to progress this as soon as she can.
- The childminder makes good use of professional development opportunities to support children's learning. For example, recent training focusing on supporting children's emotional development has strengthened how she helps children to settle into her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a well-maintained and secure environment where children can play and learn safely. She uses daily risk assessments to ensure that any hazards are minimised swiftly. The childminder has a sound knowledge of child protection issues. She recognises the possible signs or symptoms that may indicate concerns about a child in her care. Effective safeguarding policies underpin the childminder's good knowledge. The childminder attends ongoing training to keep her knowledge continually updated. She checks online to ensure that she has the most up-to-date contact information for external professionals. The childminder knows who to contact should she have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- provide even more high-quality learning experiences for children in the outdoor learning environment.

Setting details

Unique reference number	EY384453
Local authority	North Yorkshire
Inspection number	10215946
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2008 and lives in Richmond. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Nicola Jones

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of her suitability.
- Parents provided their views which the inspector took account of.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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