

Childminder report

Inspection date: 10 February 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 very happy in the childminder's home. Many children ask to go to see her more often. Parents comment that they do not know where they would be without the support of the childminder. Children learn how to keep themselves safe. For example, they know they must touch the childminder's car when they are waiting outside. Children also know they must hold hands. The childminder has implemented further cleaning and handwashing as a result of the COVID-19 pandemic. This reassures parents that their children are safe.

The childminder has high expectations for children's learning, overall. She wants children to be the best they can be and makes good use of opportunities to reinforce colours or counting with children. For example, she talks about the colours and shapes that children are playing with. Children concentrate well and demonstrate good attitudes to their learning. Older children enjoy exploring medical equipment, such as a stethoscope. They engage well as they learn about their heart and listen to the childminder's heartbeat. Children find out about the other equipment in the doctor's bag and use this in their play.

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

- The childminder's learning environment is set up to encourage children to use their imaginations as they play. The childminder provides a range of natural resources to encourage children's creativity. She wants children to learn through trial and error and gives them time to try things for themselves. Babies explore how they can fit bracelets and wooden rings onto a mug stand. They explore how they can hang them and are delighted at their success.
- Children behave well. They understand what the childminder expects of them and respond quickly when she asks them to do something. This is evident when the childminder asks children to tidy up and they clear the floor swiftly.
- The childminder knows what she wants children to learn. However, she does not always identify when some activities planned are beyond their stage of development. For example, the childminder plans activities to talk about a range of feelings when some children do not yet have the understanding. This does not promote their learning to the highest level.
- The childminder works effectively with other providers. She talks to them about what children are learning and how she can help them further. She is proactive in sharing information with local nurseries and they meet together once children have settled. This helps them to develop a shared approach to supporting children's learning.
- The childminder generally supports children's language well. For example, she helps older children to talk about what they are doing. The childminder uses stories and songs to develop their communication further. She uses simple

phrases, such as 'ready, steady, go', when talking to younger children. However, the childminder does not consistently adapt her language when talking to this age group. During the inspection, she asks questions when younger children do not have the vocabulary to respond. This means that some children's progress in communication is not as rapid as in other areas.

- The childminder keeps parents informed about what their children are doing. Many parents like how she uses social media to update them with photos of what their children have been doing. The childminder talks to parents about what their children have eaten and offers advice to parents about their children's food and nutrition.
- The childminder attends training to improve her knowledge and skills. However, there are minor gaps in her knowledge. For example, although the childminder has attended a range of courses, she has not consistently acted on the messages to improve her practice further.
- Children in receipt of funded early education make good progress overall. The childminder has identified a range of resources to enhance their learning. She has also identified further training to support children with speech and language difficulties.
- The childminder helps children to understand how they can keep themselves healthy. For example, young children learn how to wash their hands and know when to wash them. Parents appreciate the range of healthy meals and snacks that their children are offered.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and neglect. She knows what action to take if she has concerns about a child. The childminder attends training to ensure that her knowledge and skills are up to date. She understands the importance of keeping children safe when they are online. The childminder shares information with parents about their children's online safety. She provides guidance on appropriate games and applications. The childminder completes comprehensive risk assessments and safety checks for all areas used by the children to identify and remove any hazards. Children play in a secure and safe environment.

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 effective activities that are closely linked to children's stage of development
- adapt language more effectively when communicating with younger children
- act more consistently on messages from professional development to improve

practice further.

Setting details

Unique reference number	EY391806
Local authority	North Yorkshire
Inspection number	10215950
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 9
Total number of places	12
Number of children on roll	7
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 2009 and lives in Brompton. She operates all year round from 8.15am to 5pm, Monday to Friday, except for family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 her evaluation of the setting.
- The inspector observed children as they played and evaluated the quality of the childminder's support on children's learning.
- The childminder showed the inspector the areas of the premises that she uses with children and explained how she organises her curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector the documentation that she uses for childminding, including documents relating to the suitability of persons living in the household.
- The inspector took account of the views of parents through the written feedback provided.
- The childminder explained how she manages her childminding business and how she keeps children safe.

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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