

Childminder report

Inspection date: 5 October 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

The childminder and her assistant provide a welcoming and relaxed home environment. Children enjoy spending time together and show that they are happy, safe and settled. The childminder has a good knowledge of how children learn and develop. In partnership with her assistant, she implements a broad curriculum that reflects all areas of learning, children's individual interests and their learning needs. Children make good progress in their development and learning, overall.

The childminder plans a variety of experiences and outings throughout the week, such as visiting local places of interest, including nature reserves and parks. This helps to enrich children's lives and introduces activities they may not experience at home. The childminder also takes children to playgroups to promote children's social skills and friendships even further.

Children behave well. The childminder and her assistant are good role models. They encourage children to be polite, kind to others and to say 'please' and 'thank you'. The childminder and her assistant implement good personal hygiene routines such as handwashing before meals. Children enjoy healthy, wholesome and nutritious snacks that support their well-being and knowledge of making healthy choices.

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

- The learning environment is effectively organised, inside and out. This supports children to make their own choices about their play and what they choose to do. Children quickly become captivated in imaginary play with trains and small-world figures. The childminder offers activities that successfully engage children in playful interactions. For instance, she supports them to roll and manipulate play dough to make shapes.
- The childminder and her assistant promote children's understanding of colour, counting and mathematical language well. For example, they count blocks as they build towers and discuss the colour of the trains on their train track as they play.
- The childminder models good language skills to describe and explain children's play and experiences. She is very attentive and asks children questions during their play to develop their learning. However, sometimes she does not give children enough time to respond before moving on. Children have ample opportunities to develop their literacy skills. For example, they use crayons to make marks on paper and draw around shapes.
- Children receive tailored settling-in sessions to ensure they feel happy and secure in the childminder's care. However, initial information requested from parents about children's previous learning is not comprehensive enough to help

inform planning right from the start.

- The childminder regularly reflects on and evaluates her practice with her assistant. She considers the views of parents and children, for instance, through discussion. This supports her to provide good levels of care and learning, which meet the individual needs of the children who attend. Although the childminder identifies areas for improvement, she has not implemented plans for her own continuous professional development.
- Children learn about a range of festivals and celebrations, including the similarities and differences of cultures and faiths different to their own. This contributes towards children valuing differences in themselves and others.
- The childminder works in partnership with parents to promote an effective two-way flow of information about their child's ongoing learning. Parents are positive about the childminder and her assistant. They describe the childminder as supportive and comment that they would recommend her to others. The childminder has a good understanding of forming effective partnerships with other settings that children attend.
- Inclusive practice is well embedded in practice. Good partnerships with parents and other professionals help to ensure that children with special educational needs and/or disabilities are provided with the necessary support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that may 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. Additionally, the childminder knows the procedure to report to all appropriate agencies if an allegation is made against herself or a member of the household. The childminder has risk assessed her home and outdoors to minimise any hazards. Her home is secure and well organised. Children's understanding of safety is enhanced through controlled opportunities that enable them to take risks. For example, the childminder helps children to learn to use scissors responsibly. The childminder's assistant also has a very good knowledge of all safeguarding procedures.

What does the setting need to do to improve?

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

- develop children's thinking skills further by allowing them time to respond to questions
- gather information more rapidly from parents upon entry to the setting, to ensure that children's learning and development needs can be fully supported from the beginning
- undertake professional development opportunities that increase the potential to

raise the quality of education to an exceptional standard.

Setting details

Unique reference number	EY392776
Local authority	North Yorkshire
Inspection number	10229547
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	22
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2009 and lives in the village of Barlby on the outskirts of Selby in North Yorkshire. She works with an assistant. The childminder and her assistant both hold childcare qualifications at level 3 or above. The childminder operates Monday to Friday, all year round, from 7.30am to 6.30pm, except for bank holidays and family holidays. She 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 interactions during activities indoors.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation, such as the attendance register and insurance.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.

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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