

Childminder report

Inspection date: 29 June 2023

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 in the childminder's and her assistant's care. On arrival, young children snuggle in for cuddles and settle quickly. This demonstrates that they feel safe and secure. Children confidently explore their surroundings inside and outside, deciding what to play with. For example, they build castles in sand. Children develop close relationships with the childminder and her assistant, building friendships and confidence. The childminder knows children well. She uses information from home to link their play to their interests, to support their ongoing learning.

The childminder sets high expectations for behaviour. She sets clear age-appropriate and consistent boundaries for children. The childminder and her assistant are good role models for positive behaviour and children behave well as a result. Children use good manners from an early age. Children make decisions for themselves as to where to play. They play with vehicles outdoors and develop effective large movements as they manoeuvre the ride-on cars. The childminder provides a flexible approach to support children's enthusiasm to learn to their full potential. Children have access to comfortable areas, where they can sit, relax and look at books. This helps further develop their reading skills.

Children are creative and imaginative learners. For example, they engage in role-play activities, such as pretending to visit the doctor. The childminder helps children to learn about their immediate community. They regularly visit their local retirement home, and the local library.

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

- The childminder encourages children to share and negotiate as they play. For example, children take turns as they play a board game together. Children count and discuss the different colours. They learn to identify groups of dots and numbers as they roll the dice. This helps to develop children's mathematical skills.
- Opportunities to listen to stories, songs and rhymes are plentiful. Occasionally, younger children become restless during group times, as these are sometimes too long. Younger children are eager to play with other activities on offer.
- Children have opportunities to develop a good understanding of healthy lifestyles. They help to grow a variety of fruit and vegetables, such as strawberries and lettuce, and have access to fresh fruit throughout the session. The childminder makes good use of these opportunities to teach children independence skills. For example, children peel their own oranges for snack. Children take part in daily outdoor activities, such as visiting the local park. This successfully promotes their physical well-being.

- The childminder and her assistant support children's language and communication skills well. For example, they use good eye contact with children and speak clearly. The childminder and her assistant regularly ask questions and introduce new words, such as 'genius'. This helps to extend children's vocabulary and their understanding.
- The childminder monitors her assistant's suitability through observations and one-to-one meetings. They both attend various training. For example, they have completed a speech and language course. The childminder and her assistant are dedicated to continued improvement. They constantly reflect on, and share, good practice.
- The childminder plans an ambitious curriculum and monitors children's development. Although the childminder knows what children know and can do, this information is not always used to plan and provide future activities that sharply focus on what they need to learn next.
- The childminder has established strong links with the local school. For example, she has daily contact with class teachers and acts as a link between parents and school. Where necessary, the childminder shares relevant information.
- Parents are invited to meetings where they can discuss their children's development. This results in changes that benefit all children who attend. Parents are confident to leave their children in the care of the childminder and her assistant. They comment that they are thankful for the help, support and kindness that they receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she keeps children safe when in her home and when taking them on outings. For example, the childminder teaches children about road safety. The childminder has policies and procedures in place. She demonstrates how she would follow these if she believed a child was at risk from harm. The childminder is alert to the possible signs of abuse and neglect. She gives consideration to wider safeguarding issues, such as the 'Prevent' duty guidance. The childminder and her assistant have a good knowledge of their safeguarding responsibilities.

What does the setting need to do to improve?

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

- review the organisation, and especially the length, of adult-led group times to ensure children are interested and engaged throughout
- consider ways to make better use of information from observations and assessments, so that planning for what children need to learn next is extremely sharply focused.

Setting details

Unique reference number	EY393760
Local authority	North Yorkshire
Inspection number	10288876
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 11
Total number of places	12
Number of children on roll	32
Date of previous inspection	3 November 2017

Information about this early years setting

The childminder registered in 2009 and lives in Ripon, North Yorkshire. She operates all year round from 7.15am until 5pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. 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 completed a joint evaluation of an activity with the childminder and her assistant.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living and working on the premises.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector viewed areas of the childminder's home used for childminding.

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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