

Childminder report

Inspection date:

7 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a homely family environment where children feel happy and safe. Children who have just started and are unsure receive warm cuddles and reassurance to help them feel settled. Older children enjoy playing with toys that they are familiar with. They involve the childminder and each other, helping to provide them with a sense of security.

The childminder has high expectations of all children in her care. She gets to know the children well, right from the beginning of the childcare arrangement. As a result, the childminder knows how best to build on children's learning experiences. She provides suitable challenge to help children gain the skills they will need when they go on to school. For instance, children learn how to dress themselves from an early age, during play, and they learn self-care practice such as handwashing.

Children are imaginative and learn to include others in their play. For example, they show strong relationships with their peers and work together to play musical instruments and match sounds. Children demonstrate an understanding of various types of sounds and differentiate between quiet and loud. Children are confident in their environment. They invite the childminder into their play and ask for support without hesitation.

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

- The childminder eagerly incorporates regular outings into her curriculum. She recognises the benefits that these experiences can offer to children. For instance, she takes the children to the community park and local children's groups. Children interact with others their age and the visits also support their physical development.
- The childminder supports children's language development well. She talks with the children, models language, develops their vocabulary and helps them learn to pronounce words correctly. This supports the development of children's communication and language skills.
- The childminder uses her observations to identify what children can do and to plan age-appropriate next steps for learning. She recognises the importance of sharing information with parents and working together to promote the best possible outcomes. For instance, she shares ideas and activities for home learning to support children's development. However, relationships with other settings children attend are not fully established. This limits consistency of children's learning.
- The childminder values developing strong relationships with the families who use her service. For instance, she regularly shares her developmental records, as well as a daily communication book, to let them know about their children's care

routines. The childminder sends photographs to parents to show them children's activities. Parents are happy with the care provided and comment that their children love to attend and the activities available.

- The childminder guides children's behaviour and encourages social skills such as sharing and taking turns. She makes the most of opportunities to help children to begin to understand their emotions and how their behaviour may affect the feelings of others.
- The childminder has a good understanding of the need to maintain her professional development. She regularly updates her knowledge through various online training courses. She has started to reflect on her practice and ask parents and children for their views. However, she does not plan precise areas for development in order to achieve continuous improvement at a higher level.
- The childminder provides activities that interest children and inspire them to be involved. They show sustained concentration as the childminder moves the dough activity in different directions to meet their individual needs. This consolidates previous learning. For example, children make hedgehogs and are delighted when they remember the word 'hoglets'. They ask for resources to make eyes and discuss how they will hibernate.
- The childminder promotes children's literacy skills well. Children know the words and actions of familiar songs and rhymes. They excitedly choose their songs and dance. They select books from the shelf and settle down on the cushions to read.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and how to ensure that children are kept safe. She has detailed policies and procedures that are shared with parents. She understands the various types of abuse, signs and the procedures to follow. Through recent training, the childminder ensures that she keeps up to date with changes in legislation and any areas for concern. Children understand the importance of staying safe as they help to tidy away activities at the end of play. They discuss how they need to use equipment such as scissors safely and sensibly.

What does the setting need to do to improve?

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

- use self-evaluation more effectively to plan more precisely for areas to develop to achieve continuous improvement at a higher level
- create a more collaborative approach to children's learning and development with other early years providers that children attend.

Setting details

Unique reference number	EY446823
Local authority	North Yorkshire
Inspection number	10071750
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder registered in 2013 and lives in Selby. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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