

Childminder report

Inspection date: 21 October 2021

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	Not Met (with actions)
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What is it like to attend this early years setting?

The provision is good

Children display a real sense of belonging in the setting and are happy and settled in the care of the childminder. They confidently play and choose from the wide range of resources in the inviting playroom. They are inquisitive and keen to get involved with anything new to them, such as the inspector's laptop. Parents say that their children enjoy their time with the childminder and love to attend. The childminder is caring and a positive role model. This is reflected in the way that children behave. With her support, children are learning quickly about the importance of being kind, sharing and taking turns. For example, even the youngest children share their 'treasured' cars with their peers. They play together, racing the cars down the track and have much fun watching to see which car wins. Children develop good skills in preparation for the next stage of their education. They are becoming increasingly independent and able to follow routines. They pour drinks for themselves at snack time and use wipes to clean their hands when appropriate. They readily complete tasks, such as tidying away toys without being asked.

The childminder has reviewed her arrangements for parents entering the setting due to the COVID-19 pandemic. However, she ensures that information continues to be shared with them to keep them updated about their children's progress.

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

- The childminder is qualified and experienced in childcare. She clearly loves her job and uses her knowledge and skills to provide a good provision and effective support for children. She continually evaluates her practice, taking parent's and children's views into consideration to bring about ongoing improvement. She accesses training, so that she is aware of new childcare initiatives and changes to legislation.
- The childminder has a good understanding of how children learn. She knows the children well and, generally, adapts her teaching well to support their individual needs and next steps. However, very occasionally, the differentiation in children's knowledge and what they need to learn is not fully considered during activity delivery. Consequently, the desired impact on their learning is not achieved.
- Overall, children's speech is successfully promoted and they make good progress in speaking and listening. Children eagerly join in conversations and express themselves well through words and gestures. The childminder asks children questions as they play and explore and encourages them to respond. However, she, sometimes, does not use the correct words as she describes things. This results in children learning and using incorrect language.
- The childminder teaches children about the importance of good hygiene routines and healthy eating. She offers fresh fruit for snacks and ensures children have

water to hand to keep them hydrated. The childminder has enhanced her outdoor play area significantly so that children can learn and have fun while being active in the fresh air.

- The childminder helps children to understand rules and boundaries, appreciate the needs of others and manage their emotions. They are encouraged to share toys and take turns and, for the most part, enjoy the company of other children. The childminder steps in quickly to help them resolve any minor issues and they soon play amicably together again.
- The childminder helps children to learn about the wider world. She teaches them to have consideration for others and respect and value their differences.
- Partnerships with parents are good. The childminder values their feedback and uses this to help her improve her childminding service. Parents speak very positively about the care she provides and the progress that their children make when with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps childcare areas clean, safe and well maintained to ensure children can play and explore safely. She has a good understanding of her responsibilities for child protection. She is familiar with the signs and indicators that a child might be at risk and knows what to do to keep them safe. The childminder supports children to learn how to keep themselves free from harm. For example, she teaches them about road safety and how to use resources, such as scissors safely.

What does the setting need to do to improve?

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

- ensure that the differences in children's knowledge and what they need to learn are fully considered so that every child gains the maximum learning from activities
- teach children the correct words for things in order to enhance their speaking skills.

Setting details

Unique reference number	EY449456
Local authority	North Yorkshire
Inspection number	10193824
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 June 2019

Information about this early years setting

The childminder registered in 2012 and lives in Catterick, North Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Lindsey Pollock

Inspection activities

- This was the childminder's first routine inspection 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 carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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