

Childminder report

Inspection date:

5 September 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 come into this childminder's home happy and eager to start their day. On arrival, children find their name or photo of themselves and place it on the self-registration board. This supports children to recognise their name and gives them a sense of belonging. The childminder and her assistants are friendly and professional. They have high expectations of how children should behave. Children behave well. Children form good relationships with the childminder and her assistants. Younger children enjoy cuddles while they drink their milk and when they wake up. Older children talk to the inspector with confidence. This shows they feel safe and secure.

Children are kept safe within the home. The childminder and her assistants support children's understanding of how to assess risk. For example, an assistant discusses the consequences of climbing on an item that may not be safe to climb on.

The childminder and her assistants know the children well. This ensures children make good progress. They extend activities to keep children engaged. For example, children enjoy an activity involving dried rice. Items such as spoons and pretend telephones are added. Staff use a wide range of vocabulary within play. They introduce relevant words, such as 'extinguisher', and take time to explain new concepts. For example, they explain about a future visit to a lifeboat station. This introduces children to new words and events.

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

- Parents are happy with the care and education. Parents receive weekly updates through an online app. Information for younger children, such as nappy changes and sleep times, is shared through daily diaries. The childminder and her assistants gather information from parents when children start. This enables them to get to know children quickly. However, they do not ensure that parents know what they can do to further support their children's learning at home.
- The childminder and her assistants use a variety of mathematical language to support children's learning through play. They encourage children to talk about how many legs a spider has and how much an ice cream might cost at the seaside. This supports children's early understanding of mathematics.
- The childminder and her assistants ensure that children learn how to take turns, to have respect for each other and work together. For example, they support them to make space for children that wish to join in with an activity. Children work together well when building a model from large building blocks outside.
- The childminder and her assistants take time to visit other settings that children attend. This enables them to share information to support children further. The childminder speaks with class teachers to find out how she can best support

children who are starting school. She ensures this is embedded into daily routines and activities. This helps to ensure that children's transition to school is smooth.

- Children's independence skills are well supported. Children wash their own hands before meals or preparing food. Younger children do so with support from the childminder or assistants. Children take it in turns to be snack helpers. They help to cut fruit and prepare drinks. Children are given small responsibilities, such as telling their friends when the snack is ready. This makes them immensely proud.
- The childminder and her assistants are passionate about their role. They gather feedback through questionnaires from parents. This information is used to self-evaluate their practice. The childminder ensures that she and her assistants complete all mandatory training, such as first-aid and safeguarding training. However, there remains scope to further extend opportunities for the professional development of staff in order to extend their teaching skills and knowledge even further.
- Children enjoy outings into the local community. This helps to support their understanding of the world around them. Similarly, the childminder invites visitors into the setting. For example, a visit from local firefighters provided children with the opportunity to find out about their role and even to explore the fire engine. Experiences such as these are then embedded further into activities and discussions.
- The childminder is proactive in seeking support from a range of other professionals. The childminder works in partnership with parents to ensure that children receive additional support where required. This helps to ensure that all children can make good progress, including children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe within the home and on outings. The childminder and her assistants have good safeguarding knowledge. They know signs and symptoms which may suggest a child is at risk of harm or abuse. They can answer a range of scenario-based questions and are familiar with wider safeguarding issues, such as the 'Prevent' duty. The childminder ensures her own and her assistant's knowledge remains up to date through regular training. The childminder and her assistants know how to keep children safe online. The childminder has completed safer recruitment training. This ensures she is aware of her responsibilities when recruiting assistants.

What does the setting need to do to improve?

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

- continue to strengthen parent partnerships by providing parents with ideas and suggestions to help them support children's ongoing learning and development at home
- explore further professional development opportunities that will help to continually raise the quality of teaching over time.

Setting details

Unique reference number	EY453359
Local authority	North Yorkshire
Inspection number	10301288
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	0 to 10
Total number of places	17
Number of children on roll	18
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2013 and is situated in the village of Staxton, near Scarborough. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She works alongside two qualified assistants that hold relevant qualifications at levels 3 and 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Whiting

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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