

Childminder report

Inspection date: 11 October 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder gets to know children and their families well. He pays careful attention to developing positive relationships with them. Children are content, happy and clearly enjoy their interactions with the childminder. The childminder finds out about children's allergies and their care routines, and adheres to these throughout the day. Children participate fully in the daily routine and enjoy taking on a role of responsibility. They help with certain tasks, such as setting up the table for lunch. Children have lots of fun, enjoy attending and develop a positive attitude towards learning. For example, children like role-play activities. They show great excitement as the childminder pretends to be a giant. Children state they know he's pretending and show their awareness of familiar stories.

Children are keen to demonstrate their skills outside using the mud kitchen. They play cooperatively and work together well. For example, children pass bowls of water to their friends. The childminder has realistic expectations of children's development. He ensures that they gain all the skills they need for their future learning. Children progress well with their physical development and gain the confidence to move around and explore. They balance and walk on milk crates and planks and are confident to lead their own learning.

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

- The qualified childminder is committed to enhancing his professional development. He actively accesses local and online training to keep up to date with new initiatives. For example, the childminder has completed training to gain a better understanding of supporting children with autism. This has made him alert to children's behaviour and social skills. The childminder knows the importance of having effective working relationships with other professionals who are involved with children's welfare.
- The childminder regularly evaluates the provision and carefully monitors and reviews his practice to make ongoing improvements. He ensures that children receive the very best care and learning opportunities. Parents' feedback about the provision is very positive.
- Children are inspired to play, learn and develop in the stimulating play environment. The childminder supports children's early mathematical skills well. He introduces mathematical language and counting as children place cones into a place of their choosing. However, the childminder does not provide consistently high levels of challenge as children play and engage in activities to support them to make the highest levels of progress in their learning.
- The childminder supports children's communication skills well. He points out words on badges and children's names on water beakers. Children enjoy repeating words and their names. This helps to promote their vocabulary and

literacy skills.

- The childminder works closely with parents to share information about their children's development. The systems to involve parents in their children's learning, both at home and in the setting, are very effective and managed well.
- Children develop secure friendships and play well together. The childminder makes good use of local amenities, such as a forest and swimming pool, where children practise and develop their physical and social skills. This is greatly appreciated by parents.
- The childminder makes good use of the outside space. Children have access to an engaging garden, which complements their learning. They develop their physical skills as they competently balance and demonstrate their good control and coordination. Children demonstrate confidence in managing risks. For example, they know when they need to hold the childminder's hand for additional support and safety.
- Children behave well. The childminder gently reminds them of the rules and routines of the setting. Children follow routines well and know what is expected from them. They demonstrate delight when he offers them praise, encouragement and 'high fives'.
- Children are developing their independence skills as they learn to manage their self-care. For example, they serve themselves lunch. Children have a healthy appetite and they enjoy their social mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. He fully understands how to identify, raise and follow up any concerns regarding all aspects of safeguarding. This includes extremism and radicalisation. The childminder has a good understanding of ensuring that documents are fully completed. For example, he completes accident forms and makes sure that parents are fully informed. The childminder understands he needs to obtain details about children's allergies to ensure that meals are suitable for them. He shares policies with children's parents, which helps to safeguard children and foster their welfare further. The childminder implements robust risk assessments for the home and garden areas to ensure that hazards are promptly identified and children are kept extremely safe.

What does the setting need to do to improve?

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

- identify how children's learning can be extended even further to provide additional challenge and help them to achieve the highest levels of learning.

Setting details

Unique reference number	EY474428
Local authority	North Yorkshire
Inspection number	10117564
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 2014 and lives in Cayton, Scarborough. He works alongside his wife, who is also a registered childminder, and another registered childminder. The childminder operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. He also offers occasional overnight care. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The inspector observed interactions between the childminder and children present. She spoke with the childminder and children at appropriate times during the inspection.
- The inspector had a tour of the premises and observed routines. She observed play activities inside and outside.
- The inspector completed a joint evaluation of an activity with the childminder. They discussed the impact this had on children's learning and development.
- The inspector discussed a range of relevant records, documents, procedures and policies.
- The inspector took account of the views of parents through discussions and written feedback.

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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