

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder carefully considers the learning opportunities and experiences she provides for children, inside and outdoors. Children settle with ease, play well together and develop good relationships. When children play in the water, the childminder demonstrates to them how to use a small pump to make bubbles. Children wait for a turn very patiently. When it is their turn, they show good control and coordination with their physical skills. Children ask for a turn nicely and repeat 'pop, pop, pop', clearly showing that their communication skills are developing well.

The childminder recognises children's different learning styles and follows their interests well. Children delight in filling items in the mud kitchen and decorating their creations with dry leaves that they find. They play cheerfully together with toy dinosaurs and negotiate their play well. Children demonstrate good imaginary skills. Younger children are keen to place items into tins and enjoy the sounds made. They bang bricks together and rock from side to side. Children are active learners. They confidently explore and lead their own play. The childminder meets children's needs well and is responsive and sensitive to children. Children give her lots of cuddles, showing they feel safe and secure in her care.

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

- The qualified childminder is reflective and continually evaluates her practice. She demonstrates her commitment to keeping her early years knowledge and skills up to date. For example, she regularly attends training and takes into account colleagues' advice and research around learning styles.
- The childminder is aware of the value of working in collaboration with other professionals involved in children's care. She gathers information from parents to help support children settling in. The childminder shares details of children's learning styles with parents and provides ideas to promote this learning at home further. Partnerships with parents are good.
- The childminder provides a welcoming, calm and well-organised environment with a good range of resources that are age-appropriate. She speaks clearly, models language and repeats words as children play. Younger children babble and say simple words. They smile with delight as the childminder repeats sounds and words back to them.
- The childminder places a strong focus on developing children's communication and language skills. For example, she reads familiar stories that excite and engage them well. Children enjoy acting out the story using props and respond enthusiastically to her questions. They recall familiar characters in the story.
- Children are inquisitive as they play with water and bubbles. They enthusiastically use the pump to gain the bubbles they desire, listening well when the childminder explains to keep the nozzle in the water. However, at

times, the childminder does not identify opportunities to offer even greater challenge to children to extend their learning further.

- Children form warm and affectionate relationships with the childminder. She works hard to help children develop the confidence and independence they need to be ready for the next stage in their learning. For example, she lays children's open coats on the floor and children sit and put their arms in. Children are willing to have a go and try, only seeking assistance when necessary.
- The childminder plans an exciting range of activities within the home and takes children on many outings into the local community. Children learn to socialise with others and to value the natural world as they visit the forest and swimming pool.
- Children demonstrate that they are happy, safe and secure and have a high level of confidence. This helps to support their emotional security. A strong bond exists between the children and they interact well with each other and with the childminder.
- Children behave very well and they show respect for each other during their play and in routines. Children are provided with gentle reminders. For example, the childminder reminds them to sit carefully on chairs to ensure their safety.
- The childminder promotes children's understanding of having a healthy lifestyle. She is alert to children's allergies and offers home-cooked meals. Children thoroughly enjoy their food and this social element of their day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the different indicators of abuse or neglect. She has a good understanding of wider safeguarding issues, such as the risk of radicalisation. The childminder clearly demonstrates a secure knowledge of local safeguarding procedures. She knows how to recognise and promptly follow the appropriate procedures should she have a concern about a child's welfare or safety. The childminder checks the environment and takes appropriate actions to remove any hazards. For example, she ensures that smaller items and toys are kept out of the younger children's areas of play. This helps to protect children's well-being.

What does the setting need to do to improve?

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

- provide consistently high levels of challenge during activities to help children make the best possible progress in their learning.

Setting details

Unique reference number	EY548024
Local authority	North Yorkshire
Inspection number	10123435
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Cayton, Scarborough. She works alongside two registered childminders in their home. The childminder operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The inspector observed play activities inside and outside. She held discussions with the childminder and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation of an activity with the childminder. She jointly evaluated the quality of teaching with the childminder and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation and the impact this has on the provision.
- The inspector spoke to a number of parents during the inspection and took account of their views and parents' written feedback.
- The inspector discussed a range of documentation, including safeguarding procedures, paediatric first-aid training and public liability insurance.

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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