

Childminder report

Inspection date: 26 February 2020

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

The provision is good

Children are very happy and settled in the childminder's care. They respond to the warm praise and hugs they receive by behaving very well. The childminder delights in children's contributions and successes. This means that they are motivated in their learning and are proud of what they can do. Children smile happily when they are praised for carrying a heavy box or counting the apples into the fruit bowl. The childminder has addressed all actions raised at the last inspection. For example, she now has all necessary records in place and watches the youngest children carefully on the stairs.

The childminder plans a good range of enjoyable experiences based on children's interests and needs. Children are keen to join in with conversations about their outings and activities. They maintain a vibrant dialogue throughout the day. Children's conversations cover every possible topic. These are sometimes started by the childminder and sometimes by children. For example, children chat comfortably about the colour of planets and the different shapes of seashells. They learn where milk comes and talk about the fun they had on a train journey or at the forest school. Children are fully engaged because they know that what they have to offer is valued highly by the childminder.

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

- The childminder understands the important learning that takes place through everyday experiences and outings. Children develop their physical skills, for example by pushing a small trolley around the supermarket. They learn about money and discuss what they need to buy for cultural events. Children check how many apples or bananas they need. They begin to understand the printed word as they discuss the menu at the café. Children learn to use cutlery properly when they are treated to brunch. Later, they show their number skills and their understanding of healthy eating. Children confidently count the fruit into the fruit bowl and put the biscuits away in the cupboard. They learn that biscuits are only for treats.
- Children make strong links in their learning. For example, when inspired by their favourite film and story characters, they decide to build a castle with long branches. Children explain, wide-eyed, that this had been big enough for the childminder to get in. They go on to act out the story with the childminder.
- Children develop an excellent vocabulary to talk about their play and learning. For example, they confidently explain which animals are camouflaged. They also describe the black dough as being 'scary' because it reminds them of Halloween. The childminder sensitively models the correct pronunciation of words so that children's speech continues to improve.
- The childminder has good links with the local school and pre-school. This helps

children to settle well when they move on from her care. However, links with other services, for example through the children's centre, are less clear. This could delay any specialist support should it be needed.

- Children learn to enjoy a healthy lifestyle. They develop a positive approach to being active in the outdoors. Children learn to wash their hands properly before eating. They do this with the minimum of adult help. Children enjoy their fresh fruit for snack and capably peel their own tangerines.
- The childminder assesses children's learning to reveal any gaps in their development. On the whole, she puts highly effective plans in place to ensure that children make good progress in all areas. However, she does not consistently share her assessments clearly with parents. This means that opportunities for a more targeted approach to children's language development are sometimes missed.
- The childminder understands how busy family life can be and supports parents effectively in the care of their children. For example, she seeks medical advice and treatment on their behalf. The childminder also makes sure that children are ready for their swimming lessons when parents collect them. Parents send messages to say that they are very grateful of her support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that children develop the necessary skills to keep themselves safe as they play. They confidently show how they hold on carefully when using the stairs. Children also explain that they know how to climb trees when they visit the forest school. The childminder has prioritised important training such as paediatric first aid and updates to her safeguarding training. This means that she can explain what would concern her about a child's welfare. The childminder carefully files revised safeguarding information from the local authority. This helps her to easily find emergency contact numbers should she need to secure help for children.

What does the setting need to do to improve?

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

- strengthen ways of sharing children's assessments sensitively with parents to provide a more coordinated approach and further support children's language skills
- develop links with other agencies so that timely support for children's development can be sought when necessary.

Setting details

Unique reference number	401158
Local authority	North Yorkshire
Inspection number	10101187
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	4 March 2019

Information about this early years setting

The childminder registered in 1998 and lives in Selby, North Yorkshire. She operates all year round from 7am until 5.45pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- The inspector observed children taking part in a range of activities and spoke to them about the outings provided by the childminder.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- The inspector viewed all areas of the premises that are used for childminding.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates and information about the children.
- There were no parents available on the day of inspection. However, the childminder shared their messages about children's care and learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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