

Childminder report

Inspection date: 1 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's homely environment. The childminder knows them well. She makes sure that resources to support children's interests are readily available. As such, children feel safe and secure from the moment they arrive. Children have a very close relationship with the childminder, and the strong bond between them is evident. The childminder recognises when young children need to go to sleep. She cuddles them in close and children respond to her warmth. They settle comfortably before drifting off to sleep.

Overall, the childminder implements her curriculum well to support children's learning. Children are excited to practise their mark-making skills as they experiment with paint. They dip brushes into the paint and look with interest as the brush tips change colour. They carefully make marks and watch the paint cover the paper. Children are fascinated as they watch paint drip onto the paper. They seek the attention of the childminder to show her what is happening. Children giggle with delight as they chase the bubbles the childminder is blowing. They jump up and down, waving their arms in the air as they try and catch the bubbles. Children watch as the bubbles fall to the floor and try and move the bubbles with their feet. They gasp in astonishment as the bubbles burst when touched. This helps to develop children's control of their physical movements.

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

- Overall, the childminder supports children's communication skills well. She gets down to children's level to talk to them and speaks clearly. The childminder introduces new words into children's vocabulary. For example, as children paint, she explains that the paint is 'dripping' from the brushes. However, at times, the childminder does not use the correct pronunciation appropriate for the age of the children. For example, when playing with animals, the childminder talks about the 'moo cows'.
- In her eagerness for children to learn, the childminder sometimes introduces new ideas into activities too quickly. This does not always allow children time to investigate their ideas fully and further develop their concentration skills. For example, while children are exploring paint with brushes, the childminder offers wooden shapes to paint. This disrupts children's focus and interrupts their play.
- Children demonstrate their imagination skills as they design and lead their own play. For example, children play with toy farm vehicles and animals. They choose which animals to place inside the vehicles and where to move the vehicles across the floor.
- The childminder has high expectations of children's behaviour. She teaches them good manners, such as saying 'please' and 'thank you', and consistently reminds children of the boundaries. Children begin to recognise risks and learn about

keeping themselves safe. Children listen and respond to instructions.

- The childminder supports children's mathematics development and brings numbers into children's play. For example, she helps children to sort the farm animals into different groups and encourages them to count the animals. The childminder brings in mathematical language as she asks children if the trailers are 'full' or 'empty'.
- The childminder teaches children to keep themselves healthy and to develop their self-care skills. For example, she encourages children to clean their hands before they eat.
- Children have many opportunities to explore the local area. They make regular visits to the nearby park, woodland areas and the local village. This childminder uses these occasions to talk to children about the natural environment, road safety and keeping themselves safe when out and about.
- Children are confident in the childminder's care. For example, they know that if they take a book to the childminder she will read it to them. The childminder is a confident storyteller. She engages children in the story and gives them time to look at the pictures and listen to what is said. This helps to foster children's love of books.
- The childminder works in partnership with parents to help children make good progress in their learning. She shares information daily with them about their child's learning and achievements. Parents comment that they are happy with the service the childminder provides and the care and learning their children receive. They say that their children settled well on returning to the childminder's home as the national restrictions, due to the COVID-19 pandemic, were lifted.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that might indicate a child is at risk of possible harm. She completes regular training to keep her knowledge up to date. She is aware of wider child protection issues, such as child exploitation, extremism and exposure to radicalisation.

What does the setting need to do to improve?

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

- develop consistency when modelling language to help young children to hear and use the correct pronunciation of words
- implement more-effective strategies to help children to fully develop their concentration skills.

Setting details

Unique reference number	400899
Local authority	North Yorkshire
Inspection number	10072891
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 1994 and lives in Ingleton. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Denise Charge

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning and development.
- A range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance, was considered by the inspector.
- The written views of parents were taken account of.

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

T: 0300 123 1231
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