

# Childminder report

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Inspection date: 9 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder provides a homely environment where children are very happy, safe and settled. She provides challenging activities which help children to thrive in her care. Children are eager to learn and to concentrate well during activities. They make predictions and solve problems when they play. For example, children explore which objects will float and which will sink in the water. Children play amicably together with pretend dinosaurs and grass, stones and logs. They confidently tell the inspector the names of the dinosaurs.

Children behave well. The childminder encourages them to share, take turns and listen to each other. She gives children specific praise so that they know what they have done well. The childminder is aware that the COVID-19 pandemic has limited opportunities for children to develop their social skills. Therefore, she makes sure that she provides opportunities for children to socialise in larger groups. Children develop their confidence as they visit playgroups and meet with other childminder's children. They develop their understanding of the world around them. Children enjoy many visits to places of interest in the local community, such as parks, the library and local countryside.

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

- The childminder observes children when they play to find out what interests them. She plans a curriculum which takes account of what individual children need to learn next. All children make good progress in their learning.
- Children learn to communicate well. The childminder encourages children's language skills during all activities. She comments on what children are doing and introduces new vocabulary. However, sometimes in her enthusiasm, the childminder recognises that she gives children ideas without giving them time to think and to plan their own way of doing things in order to further their creativity.
- Children develop their early literacy skills well. The childminder makes sure that children have constant access to a range of good-quality books. Children listen intently as the childminder reads them a story about a stickman in a lively manner. They join in with phrases and use props to help bring the story to life.
- The childminder provides many opportunities for children to develop their fine-motor skills. Children mould with dough, carefully pour water into bottles and move small pompoms between different containers. These help to prepare children for later writing.
- Children have many opportunities to play outside in the fresh air and develop their physical skills. They delight in pretending to move like different animals. Children learn to hop, jump, skip and move their bodies in different ways.
- The childminder provides opportunities for children to explore and to investigate.

They concentrate as they examine different buttons and gems when they make shakers. The childminder encourages children to develop their mathematics skills. For example, children name the colours, shapes and sizes of the buttons.

- The childminder strives to keep her knowledge up to date and makes plans to enhance her practice. She attends training so that she can enhance the curriculum for children. For example, recent training has helped the childminder provide more opportunities for children to investigate and to explore.
- The childminder has effective partnerships with parents. She shares information about their children's learning and the progress they make. Parents are very complimentary about the service the childminder provides. They appreciate the photographs that the childminder sends them throughout the day. Parents comment that the childminder helps their children develop their communication and language skills well.
- Children develop their independence and learn to look after their own care needs. The childminder encourages children to do things for themselves. For instance, children wash their hands, learn to use the toilet on their own and competently feed themselves. These skills will help children when they move on to the next stage of their education.
- The childminder encourages children to understand the importance of following a healthy lifestyle. She works with parents to send in nutritious packed lunches for their children. Children enjoy lots of fresh fruit at snack time and learn about which foods are good for them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She attends training to keep her knowledge of child protection up to date. The childminder makes sure that the premises are safe and secure for children to learn and play in. Children learn to keep themselves safe. For example, the childminder reminds them not to put small objects in their mouths, in case they might choke.

## **What does the setting need to do to improve?**

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

- plan even more opportunities for children to develop their creativity and to explore their own ways of doing things.

## Setting details

<b>Unique reference number</b>	EY407192
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10074440
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 February 2016

## Information about this early years setting

The childminder registered in 2010 and lives in Boroughbridge, York. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

### 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a planned activity.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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