

Childminder report

Inspection date: 10 December 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 calm as they enjoy spending time with the attentive childminder. Her astute observations and knowledge of children help her to plan a curriculum that supports children's learning, and promotes their self-care and independence skills. The childminder spends time with children, while also understanding when they need time to play and explore themselves. She ensures that children's welfare and well-being are always put first.

Children demonstrate a strong motivation and a desire to learn. They explore their environment and ask questions to help them understand about their world. For example, children talk about trains as they move them around the track and experiment with how they fit together. They confidently ask for resources as they make choices about their play. For example, children take part in a modelling activity, which then evolves to them moving dough with diggers. The childminder expertly joins in with children's play. She skilfully extends children's ideas and thoughts as they excitedly chat and enjoy conversations with her.

The childminder has high expectations for all children. They respond well and listen carefully to instructions, such as when they practise skills in preparing their lunch by making sandwiches. Children are prepared and ready for the next stage in their learning.

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

- The childminder supports children's communication skills very well. She is skilled when talking with children. The childminder asks children open questions and ensures that she provides time for them to reflect on their response. However, on occasions, the childminder misses opportunities to introduce and extend children's mathematical skills further.
- The childminder ensures that all checks are in place for everyone in her home. She reflects on her practice and identifies areas for development. She completes all statutory training and some online webinars. However, she has not yet fully implemented a carefully targeted programme of professional development to further raise the quality of teaching to an even higher level.
- The children form special bonds with the childminder. The childminder knows individual children extremely well. Her sensitive approach nurtures children and enables them to learn what is right and wrong. For example, the childminder demonstrates to children that their opinion is important. She asks children if they would like to continue playing or have lunch. When children choose to play, she allows them to continue and responds when they ask for lunch. This supports children's emotional well-being extremely well.
- The childminder has a secure understanding of how children learn and develop.

They are at the centre of her practice. She often allows children to take the lead in their own learning, based on what interests them. As a result, children are eager to engage in activities and show high levels of concentration. The childminder makes good use of observations and assessments to accurately plans children's next steps in learning. As children play, the childminder intervenes at appropriate times to promote and extend their learning.

- Parents speak highly about the childminder. They are extremely positive about the good-quality care and education that she provides. Parents comment on her highly professional approach. They appreciate the support that the childminder provides to ensure that children reach their full potential.
- Partnership with parents is very good. The childminder keeps parents informed of their children's progress in a range of ways. She provides them with ideas to extend children's learning at home. Throughout the pandemic, the childminder ensured that she kept in contact with children and parents. The childminder maintained a good two-way flow of information to provide consistency in children's development.
- The childminder encourages children to develop an interest in reading and books. Children cuddle up with her and enjoy stories. They pick out their favourite quotes and pages as they retell the story. Children are supported to test out their ideas during their play. They predict what might happen as they construct a train track and how trains will move. Once children complete the track, they investigate with cars and trains to discover which will fit and why.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge and understanding of safeguarding. She understands the types of and signs of abuse, including county lines and extremism. The childminder understands the action to take should she have any concerns. She ensures that children are kept safe and are protected. The childminder has accessed training and keeps up to date with local authority changes. All adults within the home are vetted and the childminder holds a current paediatric first-aid certificate. The childminder completes risk assessments and supports children to understand how to take risks as they use equipment safely to prepare fruit for snack.

What does the setting need to do to improve?

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

- extend opportunities to develop children's early mathematical skills during their play
- focus on how professional development opportunities can be used to raise the quality of the already good practice to a higher level.

Setting details

Unique reference number	401298
Local authority	North Yorkshire
Inspection number	10216693
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 1988 and lives in Harrogate. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity 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 through 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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