

Childminder report

Inspection date: 2 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive in the care of this friendly and loving childminder. Parents comment that their children are cared for in a home-from-home environment. They feel that their children are loved and cherished. Children have an excellent relationship with each other. They share and take turns and help each other. Children behave well. They are polite and well mannered and demonstrate a great deal of respect for each other. For example, during the inspection, children held the pans for each other as they filled them with water beads. The childminder wants children to develop a love of the outdoors. Children look forward to their visits to the waterfalls or local heritage sites. The childminder has high expectations of what children can achieve. She talks to children constantly to enhance their language skills and to introduce new information. Children count, recognise numbers and some letters. They understand and use terms such as 'left' and 'right'. Children are very safe in the setting. The childminder supervises them well. She has implemented additional cleaning procedures since the COVID-19 pandemic began, to help reduce the spread of infection.

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

- The childminder's learning environment is set up with clear intent. She has thought carefully about how she can extend children's learning further. She puts out resources to help children engage in messy play, while building on their interest in animals. She thinks about activities to help less-confident children socialise with others. For example, she visits local toddler groups to support learning further.
- The childminder has not yet established effective ways of sharing information with all other settings that children attend. She recognises this would help her to complement children's learning.
- The childminder seizes opportunities to develop children's learning even further. For example, during children's play with toy dinosaurs, the childminder talks to them about the different types of dinosaurs and when they lived. While children play with water beads, the childminder talks to them and explains that they are like 'turtle eggs on the beach'. Conversations such as these contribute to and extend children's knowledge of the world.
- The childminder plays alongside children. She watches what they are doing and talks to them constantly, describing their play. However, occasionally, the childminder intervenes too much, and children do not have as many opportunities to solve everyday problems for themselves. For example, she tells children how they can stop water beads falling out of the pan.
- Children are very articulate. They communicate confidently and demonstrate a vast vocabulary. Young children use words such as 'orca' to describe a whale. The childminder introduces new vocabulary throughout the session. For

example, when children talk about the size of things, she introduces words such as 'massive'. She helps children to make links to books they have read. During the inspection, the children hid their hands in the sand. As they brought them out, the childminder exclaimed, 'It's like the butterfly emerging from a chrysalis.'

- The childminder has clear plans for how she can improve her provision further. For example, she is in the process of developing a cosy book area to develop children's interests in books further. She works with other childminders, and they share ideas of good practice together. The childminder identifies that she now needs to focus her professional development on raising the quality of education to an even higher level.
- Children concentrate well. They are deeply engaged as they play in the rice, sand or water beads. They explore how they can make cakes and cut them. They write the letters of their name and begin to sort water beads. The childminder works alongside them and extends their learning. For example, she models counting as children fill bowls with spoons.
- The childminder teaches children how they can keep themselves healthy. For example, children enjoy healthy snacks. They understand the importance of washing their hands before eating. The childminder talks to them about taking time to rest, particularly when children begin to move away from sleeping in the middle of the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of possible abuse and neglect, and she knows what action to take if she has concerns about a child. She has a strong understanding of broader safeguarding issues, including the 'Prevent' duty and county lines. The childminder completes comprehensive risk assessments and safety checks for all areas used by the children, including outdoors, to identify and remove any hazards. For example, she explains to the inspector the hazards she has identified around her home, such as the low-level fencing around the perimeter. Children play in a secure and safe environment.

What does the setting need to do to improve?

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

- give children more time to solve everyday problems for themselves
- improve communication with other settings that children attend, to enhance children's learning even further
- focus the programme of professional development more precisely, to raise the quality of education further.

Setting details

Unique reference number	401199
Local authority	North Yorkshire
Inspection number	10215949
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 October 2016

Information about this early years setting

The childminder registered in 1995 and lives in Richmond, North Yorkshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elizabeth Fish

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 showed the inspector the areas of the premises that she uses with children and explained how she organises her curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector the documents that she uses for childminding, including those relating to the suitability of persons living in the household.
- The inspector took account of parents' views through written feedback provided.
- The childminder explained how she manages her childminding business and how she keeps children safe.
- The inspector observed children as they played and evaluated the quality of the childminder's teaching on children's 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022