

# Childminder report

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Inspection date: 9 June 2022

<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 warm and homely environment for the children, who are happy and enjoy their time at the setting. The childminder is attentive to children's needs and responds quickly, such as when they would like a snack. Children make choices in their learning from a range of activities and resources on offer. There are several opportunities for children to improve their communication and language skills. The childminder extends on the language which is already known to the child. For example, when the children are playing with cars, they are taught the different types of vehicles, such as a recycling van and a sports car.

The childminder is committed to providing a home-from-home experience where children feel content and settle quickly. The childminder knows what she would like the children to learn and plans a range of activities at her home and in the local community to support this. As a result, children make good progress. They behave very well at this setting. The childminder follows the children's lead and adapts activities to keep children engaged. The childminder shares updates with the parents on a regular basis and liaises with other professionals.

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

- The childminder plans activities which are based on what she knows the children will enjoy. She has a clear vision of how the activity will support the children's learning. For example, an activity is set up which involves rolling balls and cars down tubes to support children's mathematical skills. The childminder encourages the children to problem-solve with different-sized balls and cars. The activity is later extended to include clear tubes.
- The childminder gathers detailed information from parents before children start to enable her to help them settle quickly and build on what they already know. She monitors children's progress and knows what she would like the children to learn next. She can talk about their progress and learning with confidence. The childminder plans a broad curriculum which extends children's interests and provides challenge.
- Children's behaviour is good. The childminder speaks softly and calmly to children. If there are any incidents of unwanted behaviour, these are dealt with in a way which is appropriate to the child. For example, the childminder calmly removes a young child from standing on one of the resources.
- Children enjoy being physically active. There are bicycles available for the children in the garden, and the childminder takes children to local parks where they can run around in the fresh air and improve their physical health. The childminder is aware of how to keep children safe in her home and on outings. However, children are not always encouraged to wash their hands before eating.
- Parents are complimentary about the childminder and the care she provides.

They receive regular updates from the childminder about their child. The childminder communicates with staff at other settings that children attend, to ensure that care is consistent. Parents state that their children are making good progress and that any concerns regarding their well-being or development are listened to.

- The childminder has some resources which promote children's understanding of different cultural festivals. However, this could be improved further to help children to join in with various celebrations and events throughout the year which they might not have the opportunity to take part in at home.
- The childminder demonstrates a genuine enjoyment of her work. She meets with other childminders to share ideas and good practice. However, she is not sufficiently focused on identifying and using professional development opportunities to further extend her teaching skills.
- The childminder has a variety of books and uses them to support children's early literacy skills. Children enjoy sitting with the childminder to read stories, and props are introduced to engage children further. Children also benefit from home-made resources which support their development. For example, the childminder has made a monster from a cardboard box, and children enjoy placing cars into its mouth.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe in her home. She has good knowledge of safeguarding procedures and knows what she would do if she had a concern about a child in her care. She has a good understanding of the signs and symptoms of abuse, including those relating to wider safeguarding issues. The childminder can talk with confidence about what she would do in a range of scenarios. Children are well supervised in the home. The childminder has attended safeguarding training. However, she would benefit from accessing more-recent training to ensure that this knowledge remains up to date.

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

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

- build on children's understanding of the importance of good hygiene practices, such as washing their hands before every snack or meal
- support children to develop an understanding of other cultures and festivals
- strengthen knowledge and skills to help raise the quality of teaching further.

## Setting details

<b>Unique reference number</b>	401056
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10229446
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 February 2017

## Information about this early years setting

The childminder registered in 1992 and lives in Ripon. She operates all year round from 7.30am to 6pm, Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Amy Whiting

### 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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- 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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