

Childminder report

Inspection date: 11 January 2023

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 benefit from an inviting, homely environment. They are very familiar with where resources are kept and can independently help themselves to toys that capture their interests. Children show good levels of independence skills. For example, they help to set the table for snacks and lunch. Children are well mannered and respectful. They form good friendships with their peers and play cooperatively together. The childminder reinforces simple rules, such as sharing and being kind to others. This helps to promote children's understanding of good behaviour.

Children develop their communication and language skills. For example, babies babble and young children learn new words, such as 'scoop'. The childminder repeats words clearly as children play to help their pronunciation skills. Children respond to questions as they play, and the childminder models language well. Children demonstrate good levels of confidence. They smile with pride when the childminder praises them.

Children benefit from a variety of fresh, healthy snacks and meals that the childminder provides. She encourages them to try different fruits at snack time and spend time outdoors in the fresh air. The childminder knows the children in her care well. She uses the information that she gathers on entry to support children's learning, development and well-being from the start. For example, the childminder follows babies' sleep patterns and provides a range of sensory resources for babies, to encourage them to explore.

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

- The childminder regularly evaluates the quality of her provision. She attends training and completes research to gain additional knowledge and ideas. This enables her to stay up to date with current developments in childcare and education. The childminder implements what she learns into her daily practice. For example, she talks about the importance of safe sleeping methods that she has read about.
- The childminder provides a good range of learning experiences, and children enjoy taking part in activities led by adults, for example painting activities. However, the childminder does not always consider ways for younger children to participate in the activities that she has planned. Nonetheless, children make good progress and are well prepared for their next steps in learning and their move on to nursery or school.
- The childminder keeps parents well informed about their children's progress, and she works with them to meet their child's individual needs. She consistently exchanges information that helps parents to fully understand their child's

learning. This provides children with good continuity of care and learning. Parents speak highly of the childminder in written testimonies. They comment that the childminder is friendly and approachable.

- The childminder demonstrates how books feature in the curriculum in her setting. She reads stories that follow children's interests and build on their current next steps in learning and development. For example, the childminder helps children to learn to count as they look at a book. However, at times, she moves on to new learning too quickly, rather than enabling children to become deeply involved in their spontaneous interests, such as rainbows in the sky.
- The childminder regularly assesses the progress that children make in their learning and development. She is clear about what she wants children to learn next. She gathers good information about children and their family lives so that she can understand the experiences they have before they come to her.
- The childminder has developed good relationships with the local school. She understands the importance of sharing information with other settings that children attend to support continuity in their learning.
- The childminder plans opportunities for children to develop their physical skills. For example, children use paintbrushes to create colourful pictures and to develop their fine motor control. They use scoops to move pasta from one place to another, and at lunchtime, children confidently use cutlery. The childminder explains that she takes children to parks and soft-play areas, where they develop their larger muscles and benefit from fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to help her keep up to date with current safeguarding requirements and statutory duties. This includes protecting children from the risks of radicalisation and extremism. The childminder knows the signs that may indicate a child might be at risk of abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder checks her home each day to ensure that the environment and resources are safe and suitable for children. She assesses potential risks to children when inside and out of the home. The childminder implements policies and procedures that help to support children's well-being.

What does the setting need to do to improve?

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

- provide more opportunities for younger children to participate and become engaged in all activities
- allow children to follow their emerging interests more closely to help them become even further engaged in their learning.

Setting details

Unique reference number	401177
Local authority	North Yorkshire
Inspection number	10262876
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 April 2017

Information about this early years setting

The childminder registered in 2000 and lives in Killinghall, Harrogate. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed an activity and evaluated this with the childminder. She held a number of discussions with the childminder and spoke to the children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

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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