

Childminder report

Inspection date: 14 March 2023

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

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

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

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

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

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care provided by the childminder and her assistants. Children explore the setting and enjoy playing in the dedicated play spaces. They make choices about their play from the range of toys provided for them by the childminder, who has high expectations for their learning. Children make good progress in all areas of learning. The toys available to each child relate to their stage of development and their individual planning. This is in line with the principles of the Montessori method of education.

During group story times, children listen well and join in with familiar text. They enjoy the story and are captivated by the childminder's use of expression and intonation, which bring the story to life. Children choose character pieces linked to the book and share what they know about that character. Their language is promoted as they pick out pieces that start with the letter 'C' or 'M', for example. Children behave well and understand the rules they need to follow. Children have fun singing action songs and rhymes with the childminder.

Children make friends and play together well. They are polite and ask their friends if they may join in an activity. Together children enjoy imaginary play. They cook and share food in the 'café'. Children feel safe and secure with the childminder and her assistants and are happy to involve them in their play.

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

- The childminder has worked hard to address the weaknesses identified at her previous inspections. The home, garden and resources are now safe and suitable, so children are free and safe to move around. The childminder's assistants understand their roles and responsibilities and supervise children well.
- The childminder offers a balanced curriculum that is well sequenced for the most-able children and builds on what they know and can do. However, for the youngest children the curriculum is not as established. Young children have fewer opportunities to make choices or be as engaged in activities which support their learning. Nevertheless, babies do enjoy new experiences, such as using paints.
- The childminder shares children's progress with parents, through effective daily communication and dedicated parents' evenings. Parents' comment on the excellent information sharing by the childminder. As a result, parents are aware of the progress their children make. They also understand how to support their children's learning at home.
- Children develop excellent independence skills. They choose their own play and activity. Children prepare their own sandwiches for lunch and clear away after themselves, washing up their plate and cutlery. Also, children learn to manage

their own personal needs well. They can put on their own coats and outdoor shoes and use the bathroom and brush their teeth. As a result, children are becoming well prepared for future life.

- Older children have regular access to outdoor play. They use an outdoor kitchen area and fill and empty containers. Children talk to their friends, the inspector, and the childminder about their ideas, for example making candy and fudge. However, the curriculum intent for learning outdoors is not as effective as that inside. Opportunities are more limited in range and choice. Additionally, the youngest children have fewer opportunities to join in outdoor play and learning.
- Communication, language and mathematical development are promoted well through play by the childminder and her assistants. Children come together to play a sound lotto game. They listen carefully and are excited to see who has the corresponding picture on their playing board. Children talk about the sound, and they learn new words, such as doorbell, camera, and guitar. At the start of the activity, children are keen to count out nine counters each and name the colours. The childminder extends their mathematical skills by asking questions, such as 'how many do you have if you add one more?.'
- Children's behaviour is managed well. Older children are polite and use good manners. They understand the rules of the setting, such as waiting their turn and being invited into an activity. Younger children learn to share and play together. They take turns to stack food shapes onto a plate before helping to put the toys away in a basket.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand safeguarding and child protection procedures. They know the importance of keeping children safe. The childminder and her assistants are confident to identify the signs and symptoms that would cause concern. They are clear about the action they would take if they had a concern about a child or a colleague. The childminder ensures the ongoing suitability of her assistants. They hold first-aid certificates and have recently completed safeguarding training. Risk assessments and safety checks are effective.

What does the setting need to do to improve?

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

- enhance the curriculum for the youngest children, so that it is more ambitious and offers wider experiences to develop skills and knowledge for future learning
- provide further opportunities for children to play and learn outdoors, in particular to support their physical development and contribute to their healthy lifestyle.

Setting details

Unique reference number	EY462767
Local authority	North Yorkshire
Inspection number	10261821
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	1 to 11
Total number of places	9
Number of children on roll	22
Date of previous inspection	4 October 2022

Information about this early years setting

The childminder registered in 2013 and lives in Ripon. She operates all year round, from 7.45am until 6pm, Monday to Friday, except for bank holidays. She works alongside a co-childminder and registered assistants. The childminder holds early years professional status and qualified teacher status. Her assistants hold qualifications from level 2 and above. The childminder follows the Montessori educational approach. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector discussed how the childminder organises the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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 2023