

Childminder report

Inspection date: 30 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy, safe and settled in the childminder's care. They form a strong bond with the childminder, her daughter and with each other. The childminder knows children very well and states she feels like they are part of her family. The childminder has high expectations for children's learning and behaviour. She acknowledges and praises children's positive behaviour, such as when they say 'please' and 'thank you' and when they share toys with each other. This helps to promote children's personal, social and emotional development and ensures a calm and nurturing environment.

The childminder uses her knowledge of the children to plan an interesting and varied curriculum that also takes account of children's interests. There is a strong focus on supporting children's language and communication. The childminder ensures that she engages children in lots of singing, story times and discussions. She works well with other professionals, such as speech and language therapists. The childminder follows recommendations from professionals to make sure that children receive appropriate additional support where needed. The childminder appropriately adapts learning experiences to involve and include all children. As a result, children make good progress in all areas of their learning and development.

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

- Children benefit from regular outdoor play and make good progress in their physical development. The childminder ensures that children have free-flow access to outdoor play and can choose where they would like to spend their time. Children talk about wanting to play where their friends are playing. However, the childminder has not considered further ways to build on children's large-muscle skills and coordination when using the outdoor area.
- The childminder ensures that she promotes children's independence and confidence. For example, she encourages children to put on and take off their coats and shoes for outdoor play. The childminder is readily available to help children if needed and offers them lots of encouragement and praise.
- The childminder also provides learning experiences to promote children's fine motor skills, such as using tweezers to move different-sized balls into different places. However, the childminder does not always demonstrate for children how to use the tweezers effectively.
- The childminder supports children's health and personal development well and implements good hygiene routines with children. She works closely with parents to support children with toilet training. When children have a toileting accident, the childminder sensitively reminds them about using the toilet. She ensures that children are never made to feel upset or embarrassed. This supports children's emotional development and self-esteem.

- The childminder is skilled at ensuring that activities incorporate different areas of learning. For example, when playing with warm water outside, the childminder incorporates numbers and simple mathematical language with children, such as 'empty', 'full' and 'heavy'.
- Children talk about what they like to do at the setting. For example, they like to play with their friends and build with the stacking flowers. Children show a lot of concentration and perseverance when constructing buildings and models. They also have opportunities for problem-solving and discuss what items they will need for building, such as a hammer and some concrete.
- The childminder asks children appropriate questions to extend their thinking and speaking skills. For example, she encourages children to explain their drawings, which they do excitedly. Children show a sense of pride in their work, which promotes their confidence.
- The childminder has a very positive attitude towards continuous professional development. Since the last inspection, she has completed lots of training to support positive learning outcomes for children. For example, the childminder has extended her knowledge of working with three- and four-year-old children, an advanced child protection course, autism awareness, promoting positive behaviour, supporting early language development and early years inclusive practice.
- The childminder works well in partnership with parents to meet children's individual needs. Parents all express very positive comments, including about the support their children receive to ensure smooth and supportive transitions and an effective settling-in process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding issues. She is aware of the signs and symptoms that could indicate a child is at risk of harm. The childminder knows the procedures to follow should there be any concerns about a child's welfare. The childminder's home and garden are welcoming, safe and secure. The childminder ensures that she keeps children safe when on outings. She also helps children to learn how to keep themselves safe, such as where to position large foam stepping blocks to allow them to assess risks.

What does the setting need to do to improve?

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

- consider ways to build on children's large-muscle skills and coordination, particularly when using the outdoor area
- support children's learning further, for example by modelling for them how to

use some resources when needed, such as tweezers.

Setting details

Unique reference number	EY432042
Local authority	North Yorkshire
Inspection number	10308349
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2011 and lives Tollerton, near York. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for family holidays. The childminder holds a childcare qualification at level 5. She provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

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 inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector by providing written statements.

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