

Childminder report

Inspection date: 15 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children greet the childminder enthusiastically and quickly settle into her care. They enjoy the challenging and interesting activities that she plans. The childminder provides activities to develop children's language and their understanding of the world. For example, children observe plants on the local allotment and are keen to name vegetables they recognise. The childminder prompts children to recall some of the things they see. She adds new vocabulary and models the correct speech when children mispronounce words and letter sounds.

The childminder encourages children to develop a love of books. Children have a keen interest in fairy tales. They listen avidly as the childminder reads their choice of story. She refers to similar stories and adds clear explanations. For example, she explains that 'adored' means 'love it'. Children join in and repeat words and familiar sentences. The childminder praises children's accomplishments well. Children are safe and secure in the setting.

Throughout the COVID-19 (coronavirus) pandemic, the childminder has remained open and communicated well with parents. She met up with the children and their families to help maintain relationships with them. The childminder discussed children's experiences at home. She shared resources and books. This helped children to develop warm and trusting relationships with her.

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

- The childminder reflects on her practice well and identifies areas for development. She has accessed training to further her good knowledge. For example, the childminder has enhanced her understanding of how to support children's mental health and well-being. This has enabled her to support children's emotional health during the COVID-19 pandemic.
- Overall, the childminder supports children's language development well. She repeats words and phrases so that children hear words clearly and introduces new vocabulary. However, on occasions, the childminder does not give children the opportunity to respond and answer questions, to extend their learning further.
- Children make good progress in their literacy and mathematical development. They link letters to the sounds they represent and recognise some letters in the local environment. Children know that print reads left to right. They use their mathematical knowledge in their play as they count and compare the heights of towers they have built.
- The childminder successfully uses play and games to support children's listening skills. She also uses this to promote children's understanding of health, such as

cleaning teeth. However, occasionally, children are not given the full support they need to gain more confidence to enable them to fully express their needs. For example, at times, the childminder does not encourage children to ask for help.

- The childminder promotes children's independence. She encourages children to think about the importance of following good hygiene routines, which they manage effectively for themselves. Children wash their hands on entry into the setting and tell the childminder that they are washing the 'germs' away.
- Children's behaviour is good. They demonstrate good manners as they say 'please and thank you' when speaking to the childminder. She is quick to recognise when children need additional support to regulate their behaviour. She is a sensitive and calm role model.
- Children develop their skills and a positive attitude to learning, to help prepare them well for their next stage of learning. Children use their fine motor skills to pick up small items and the childminder extends this activity by encouraging children to count. She celebrates children's achievements, to help to boost children's self-esteem.
- The childminder identifies potential risks in the environment and addresses these promptly. She helps children to gain a good awareness of staying safe. For example, she encourages children to hold her hand when they are near roads.
- The childminder works well in partnership with parents. She liaises closely with them to ensure that she understands and meets their children's individual needs. Parents are happy with their children's progress and comment that they have grown in confidence since being in the childminder's care.
- Partnerships with other settings are good. The childminder provides information to the settings that children move on to. She offers a two-way flow of communication and is familiar with what the children are learning there.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her child protection knowledge is up to date. She knows the signs that may indicate a child is at risk of harm. The childminder understands how to identify and report concerns about a child's welfare. She has attended both safeguarding and first-aid training and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- enhance questioning skills to extend children's thinking and learning even further
- plan more support for children to help them gain more confidence to enable them to express their needs.

Setting details

Unique reference number	2515344
Local authority	North Yorkshire
Inspection number	10206551
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Riccall area of York. She operates Monday, Tuesday and Wednesday from 8am until 6pm, all year round, except for family holidays and bank holidays. The childminder holds qualified teacher status. She is in receipt of funding to provide free early education for children aged two, three and four.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector discussed and observed the learning the childminder provides for the children and evaluated this.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector and childminder completed a joint observation of an activity, and the inspector asked the childminder to evaluate her practice.
- The inspector held various discussions with the childminder on subjects such as her professional development.
- The inspector viewed and discussed documentation, including public liability insurance and the suitability checks of all adults living on the premises.

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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