

Childminder report

Inspection date:

28 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 are happy and safe in the warm, welcoming and homely environment that the childminder has created. They move freely around the childminder's home and confidently choose whether to play inside or outside. Children demonstrate high levels of engagement and have a can-do attitude towards their learning. They are determined and persevere at tasks until they are complete. For instance, young children keep trying to fix pieces of train track together until they make a circuit. Children have secure attachments with the childminder, who is kind, caring and nurturing. They seek her out to join in with their play and for cuddles. Children laugh and giggle as the childminder tickles their tummy when singing. They develop friendships with each other and play cooperatively together with the resources on offer.

Children are well behaved and polite. The childminder encourages them to be kind, compassionate and to use good manners. Children gently stroke the childminder's cat as the childminder reinforces the need to use 'gentle hands' and 'kind hands'. The childminder uses children's interests to plan experiences that are stimulating and challenging.

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

- The childminder knows how children learn and develop. Her curriculum is sequenced and supports children who are at different ages and stages of development. For instance, she helps children to develop their physical skills. Younger children use their whole bodies and develop their large movements, such as climbing, running and balancing. Older children practise using their finger muscles as they build, draw and begin to form letters.
- The childminder observes children as they play. She assesses children's learning and development to find out what they already know, understand and can do. Children are eager and motivated to learn. They join in with all the activities on offer.
- The childminder helps children to develop their communication and language skills successfully. She constantly talks to children and engages them in conversations about their interests and experiences. The childminder asks questions to check children's understanding. She gives them lots of praise and encouragement as they play and learn new skills.
- Occasionally, the childminder does not support children to be as independent as possible. She often does things for them which they are capable of doing for themselves. For example, when going outside, the childminder puts children's coats and shoes on for them and does not encourage them to try to do this independently.
- Children eat fresh fruit and vegetables as part of a healthy and balanced diet.

They enjoy each other's company and chat to the childminder and each other as they eat snack. Although the childminder demonstrates good hygiene practices, such as washing her own hands after wiping children's noses and before preparing food, she does not consistently teach children to do the same. For instance, children do not always wash their hands before they eat.

- The childminder communicates well with the local school that children also attend. She shares a range of information about children, including what they are interested in and what they are learning. The childminder extends what children are learning at school into her setting. For instance, as children explore the topic of space, they borrow books from the local library and watch video clips to enhance their understanding further.
- Partnerships with parents are good. The childminder shares what children are doing and learning in the setting with parents verbally and through weekly photos and updates. Parents are happy with the care and education their children receive. They say that their children are making progress and praise the childminder's caring personality and good communication skills.
- The childminder attends regular training to keep her knowledge and skills up to date. She reflects on the training she has done to make improvements to her setting and the experiences that she provides for the children. The childminder is keen to do further training on supporting children's mathematical development in the early years.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through regular training and research of broader issues, such as female genital mutilation. She has a thorough understanding of the signs that may indicate a concern about children's welfare, including neglect. The childminder knows the correct procedures to follow to report any concerns, and she gives children's safety a high priority. She knows the children she cares for well. The childminder can respond quickly to any changes in children's behaviours and attitudes that may indicate they need further support. She realises how important it is to teach children about keeping themselves safe. For example, children learn about road safety as they walk to and from school each day.

What does the setting need to do to improve?

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

- enhance the opportunities for children to develop their independence and self-care skills
- teach children about the importance of good hygiene practices, such as washing their hands before they eat.

Setting details

Unique reference number	2519428
Local authority	East Riding of Yorkshire
Inspection number	10206563
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 6
Total number of places	5
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in York. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

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 and the childminder had a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- Children interacted and spoke with the inspector during the inspection.
- The inspector looked at written recommendations from parents to gather their views about the setting.

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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