

Childminder report

Inspection date: 31 May 2022

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 settled with the childminder. They clearly enjoy close relationships with her and the other children in the setting. The childminder's aim is to give children opportunities to make their own choices and to follow their chosen interests. This helps to motivate and enthuse children as they learn and explore.

Children are very independent. They put on their own tops and shoes before going into the garden to play. At snack time, they select their choice of fruit, and at lunch they choose what to eat from the choices that the childminder offers. Children develop good healthy eating and hygiene habits. They know to wash their hands before they eat snack and lunch. The childminder has high expectations of what children can do and of their behaviour. Children behave well and are encouraged to say 'please' and 'thank you'.

Children benefit from a well-planned curriculum that matches their interests. They spend long periods playing with play dough. Children enjoy filling, pushing and moulding the dough into presses and tubes. This supports them to develop their small physical movements. Children develop their skills and show a positive attitude to their learning, which helps to prepare them well for their next stage of learning.

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

- The childminder is passionate about providing quality care and learning for the children in her care. She carefully considers what she specifically wishes children to learn and why. For example, children enjoy playing with dough. The childminder encourages children to name the colours they are using and promotes mathematical skills, such as measuring.
- Children confidently sing nursery rhymes, demonstrating their good communication skills. The childminder supports children's interest in stories well. She enthusiastically reads books of their choice to them. Children join in and repeat familiar words. However, the childminder does not consistently promote the correct pronunciation of words, to further support children's developing vocabulary and language.
- The childminder successfully uses play and games to support children's listening skills. For example, children repeat positional language. However, occasionally, she does not fully challenge children's thinking during their play to make the most of every learning opportunity. For example, children count to 10 too fast, which means their counting is not correct. The childminder does not encourage children to slow down and focus their learning further.
- Children are confident in their physical development during outdoor play. They learn to climb and balance as they negotiate small climbing apparatus with a slide. Children show good imaginative play. For example, they experiment

mixing water with sand. They clearly enjoy their time spent at the setting.

- Children learn about the wider community they live in. They develop an awareness of the creatures around them. For example, they watch a bee and say that it makes honey. The childminder gives children good information and explanations to help them gain a better understanding of the world around them.
- Children are well behaved. They are polite and well mannered. Children are motivated to learn and join in. They respond well to the childminder's nurturing interactions. Children show good levels of cooperation with each other and know the routines well. For example, they help to tidy away the toys.
- The childminder addresses any gaps in children's learning swiftly and these close quickly. All groups of children make good progress across the prime areas of learning, including those children who receive funded early education.
- The childminder continues to develop her knowledge and skills. She accesses training organised by the local authority and works closely with another childminder, sharing ideas to boost her curriculum. The childminder asks children and parents for their views on her setting so that she can continue to meet their needs and interests.
- The childminder works effectively with other settings that the children also attend. She offers a two-way flow of communication and is familiar with what children are learning there. The childminder has good partnerships with parents. She takes time to get to know families when their children start in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and of her duty to prevent children being drawn into situations that put them at risk. She fully understands how to identify, raise and follow up any concerns regarding all aspects of safeguarding, including extremism and radicalisation. The childminder knows the local referral procedures to follow if she is concerned about a child. She identifies potential risks in the environment and addresses these promptly. The childminder helps children to gain a good awareness of how to play in safety.

What does the setting need to do to improve?

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

- enhance opportunities for children to hear the correct pronunciation of words
- extend children's thinking during activities to challenge them even further so that they make the very best possible progress.

Setting details

Unique reference number	2544743
Local authority	East Riding of Yorkshire
Inspection number	10215498
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	12
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 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

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 childminder explained how her provision is organised to support children's care and learning.
- The inspector viewed all areas of the premises used by children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector conducted a joint observation of an activity, and discussed the emerging strengths and areas for development.
- The inspector viewed and discussed documentation, including public liability insurance and the suitability checks of all adults living on the premises.
- The inspector held various discussions with the childminder on subjects such as her professional development.

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 2022