

Childminder report

Inspection date: 18 July 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. They are making good progress in their learning and development. The childminder offers a nurturing, safe and home-from-home environment. Children have formed close trusting relationships with the childminder and each other. This helps to develop children's emotional attachments. The childminder is very calm and patient, and offers timely support to ensure children play safely. For example, she reminds children not to pour water onto the kitchen floor, as they may slip. The childminder has high expectations of all children at her setting. Children behave appropriately for their age. They are learning to take turns and to share resources.

The childminder knows the children well. She provides a good range of resources for children both indoors and out in the garden. Children have great fun during outdoor play as they explore and learn about the world around them. The childminder ensures that she offers activities that she knows children will enjoy. For example, children concentrate well on putting different-coloured pom-poms into a box. Learning is increased as the childminder talks about the colours while children post the pom-poms. Young children develop their small-muscle skills as they handle the play dough skilfully. They use cutters and moulds to press the dough into shapes.

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

- The childminder has a wide variety of books and uses these effectively to support children's early literacy skills. Young children show enjoyment in choosing stories linked to planned activities. For example, children choose a book about dentists. The childminder introduces words such as 'orthodontist' and 'hygienist'. This helps to extend children's communication and language skills, and helps children to understand the importance of brushing their teeth.
- Children gain the key skills that they need to succeed in future education. They show a positive attitude to their learning as they develop their early writing skills. They use marker pens to create marks on laminated pictures of teeth. Children use toothbrushes to 'clean' their teeth. These activities help children to strengthen their small muscles.
- Healthy snacks and meals are provided, taking into consideration children's preferences and dietary requirements. The childminder promotes the importance of healthy lifestyles. Children learn about good hygiene routines, for instance, when washing their hands before eating. However, they lack opportunities to carry out small tasks themselves, to further enhance their understanding. For example, children sit patiently at a low table while the childminder prepares the snacks and lunches at the worktop.
- Regular routines help children to feel secure and ready to learn. Children have

opportunities to play and to rest. They interact with the childminder well. She plays with them at their level and is kind and caring. Children seek out the childminder when they want a cuddle or reassurance. This helps all children to have good levels of well-being.

- Children enjoy exploring flowers that have been frozen in ice cubes. The childminder talks to children about the different parts of the flowers and describes why the ice is melting. She introduces mathematical language as children count the ice cubes and the bowls. However, she occasionally asks questions that do not give children the time and opportunity to think for themselves. This means that children are not given every opportunity to expand on their curiosity and ability to reason.
- The childminder has good relationships with parents. Feedback about the childminder is positive. The childminder informs parents how children have been throughout the day through discussions, link books and photos. Parents are kept informed about their children's learning and progress. They state that their children are making good progress. The childminder has good links with other settings that the children may attend.
- The childminder regularly assesses the service she provides. She seeks out training and researches information to keep her knowledge and skills up to date. The childminder is clear about what she wants children to know and learn. Resources and toys are rotated to maintain children's interest. The childminder uses her observations and assessments of children to plan an effective programme of activities and experiences. She monitors children's progress carefully, using this information to plan what they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that all members of the household are vetted and suitable. She makes sure that her assistant has a clear understanding of his roles and responsibilities in relation to child protection and keeping children safe. The childminder is familiar with the signs and symptoms that may indicate a child is at risk of possible abuse. She frequently updates her own knowledge to ensure that she fully understands all aspects of child protection and safeguarding concerns. She has systems to make a referral if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- provide children with consistent opportunities to do things for themselves, to develop their independence skills and enhance learning to a higher level
- ensure that children are given enough time to answer questions, to further develop their thinking skills.

Setting details

Unique reference number	2576551
Local authority	York
Inspection number	10220049
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in York. She operates all year round from 8am to 5.30pm, Tuesday to Thursday, except for family holidays. The childminder provides before- and after-school care, during term times, for children attending the local primary school. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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