

Childminder report

Inspection date:

27 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's care. They have a strong bond with the childminder, who demonstrates that she knows children well. The childminder is aware of children's capabilities and interests, and she plans a variety of exciting learning experiences for them. The childminder is passionate about her work and strives to ensure that all children do well. She has high expectations for children's learning and behaviour. The curriculum is ambitious for each child. As a result, all children make good progress in all areas of their learning and development. The childminder is aware of what to do if a child's development is not within the usual expectations.

Children are well behaved and the childminder is a good role model. She acts respectfully and ensures that she always explains things to children. For example, the childminder explains that she would like children to go with her to another room so that she can see them and make sure they are safe while she is changing nappies. However, children also have regular choices of where to play, including outdoors, and the childminder follows their lead. Children develop good relationships with each other. They also enjoy caring for the childminder's house rabbit, and know that they must handle the rabbit 'gently'.

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

- The childminder has made very good progress since her last inspection. She has a positive attitude towards continuous professional development and has completed several training courses. As a result, the childminder has improved her knowledge and understanding of how to provide a strong curriculum for all children.
- The childminder has implemented an effective process for assessing children's learning and development. She uses her assessments of what children already know and can do to plan activities to help move children on to the next stage of their development. For example, for children who crawl, the childminder provides a safe environment and sturdy furniture so that they can pull themselves up, in preparation for standing and walking.
- There is a strong focus on developing children's communication and language skills. Children are regularly involved in singing and story sessions throughout the day. The childminder skilfully allows babies time to respond to her conversation. She also encourages babies to learn to say the names of other children attending. This helps to develop children's social relationships.
- The childminder follows children's interests and provides lots of different activities for them to choose from. She is aware that young children have short concentration spans. However, at times, the childminder does not develop children's early concentration skills as she does not consistently encourage

children to engage with activities for increasingly longer periods of time. For example, the childminder does not consider how to further support and encourage children who show little interest in an appropriate sensory activity with paint, to interest and engage them further.

- The childminder ensures that daily routines are also good opportunities for developing children's learning and interactions. For example, when changing nappies, the childminder encourages children to point to different parts of their face and body.
- Parents provide their children's food. The childminder provides healthy and nutritious snacks to promote children's good health. However, the childminder does not use opportunities to help children to begin to understand about personal hygiene routines. For example, they are not encouraged to wash their hands before eating.
- Children have opportunities to develop their large and fine motor skills. The childminder provides activities for children to use their fingers to 'free' toy animals that she fixes in place with sticky tape. Children enjoy matching different containers with the correct lids, and concentrate to fix the lids in place.
- The childminder helps children to learn about problem-solving. She talks to them about why it is difficult to go down the slide wearing boots. They discuss trying it again with their shoes on, which does make a difference.
- Partnerships with parents are good. The childminder keeps parents well informed of their child's development and progress. Parents comment on the childminder's kind, caring and compassionate manner.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of child protection issues. She keeps her knowledge up to date by completing regular online training and development courses. The childminder is aware of different aspects that can affect a child's life, and of how to put appropriate procedures in place to safeguard children. The childminder ensures that the premises and garden are clean, safe and secure. She also has good procedures in place, including a risk assessment, to ensure the safety of children with food allergies. The childminder completes risk assessments to keep children safe on outings.

What does the setting need to do to improve?

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

- promote children's understanding of personal hygiene routines by encouraging them to wash their hands before eating
- help to develop children's early concentration skills by encouraging them to engage with activities for increasingly longer periods of time where possible.

Setting details

Unique reference number	2590267
Local authority	York
Inspection number	10260381
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 October 2022

Information about this early years setting

The childminder registered in 2020 and lives in Woodthorpe, York. She operates all year round, from 7am to 5.30pm, Monday to Friday, 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

Elaine McDonnell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Children communicated with the inspector during the inspection, with single words and gestures such as smiling, nodding, laughing, pointing and waving.
- The childminder provided the inspector with a sample of key documentation on request, including written comments from parents.

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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