

Childminder report

Inspection date: 24 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in this calm, relaxed and welcoming environment. They have plenty of opportunities to explore and expand their own play. Children develop their imagination and creative skills well. They play cooperatively together and develop close friendships. Children take it in turns to play on indoor climbing equipment. They hide underneath it, laughing and giggling as they find each other. Children have secure attachments with the childminder, who is kind and nurturing. They enjoy being in her company and seek her out to join in with their play. For example, children sit close by the childminder and listen to endless stories. They confidently make comments about what they can see in the illustrations and ask the childminder and each other questions. Children show positive attitudes towards learning and a desire to know more.

Children are kind and caring. They show concern for each other and enjoy caring for dolls and involving them in daily activities, like singing and handwashing. Children like to help the childminder to complete tasks and relish their own achievements. For instance, children help to hand out the plates, bowls and cups at mealtimes.

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

- The childminder confidently talks about her curriculum intent and what she wants children to learn during their time in her setting. She wants children to leave her setting as confident, resilient and independent individuals. She focuses on helping children to develop their physical, social and communication skills.
- The childminder has extremely good relationships with parents. She chats to them on arrival about children's well-being and how they are. The childminder works closely with parents and expertly supports children who are unsettled to feel comfortable and secure.
- The childminder successfully supports children to self-regulate and manage their emotions. She is calm and patient and helps children to begin to understand how they are feeling.
- Children are aware of what is expected of them and are in tune to the rhythm and routines of the setting. For example, children eagerly participate with song and story time. Children are engaged and join in with the words and actions of familiar songs. The childminder repeats some of the more complex songs to further reinforce children's memory and recall skills.
- Children are independent and meet their own self-care needs. For example, children wash their own hands before they have snack and help to prepare the vegetables for lunch.
- Healthy lifestyles are promoted well. Children enjoy home-cooked and nutritious meals. They sit together for mealtimes. They have rituals that they follow before

they eat, such as lighting a candle and saying a poem. Mealtimes are a social occasion when children chat to each other and the childminder.

- On occasions, the childminder does not always model and support children to say 'please' and 'thank you' when asking for things. Consequently, children are not hearing these words, hindering their ability to use them independently.
- Children spend time outside daily. They move around freely and explore independently. Children help to water the plants, search for worms and use ride-on toys. However, the childminder does not always support children's learning outside as successfully as she does inside. On some occasions, the intent for outdoor learning is less focussed on developing children's skills.
- The childminder continually reflects on her setting and the opportunities that she provides for children. She makes changes to her setting in line with children's learning needs. For example, the childminder purchased an indoor climbing frame and slide to enable the children to explore climbing in a safe way.
- The childminder keeps up to date with mandatory training, such as safeguarding. She is knowledgeable about how children learn and develop and keeps up to date with changes in the early years sector.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities for keeping children safe and protected from harm. She completes regular checks of her environment and removes any potential hazards. She ensures that her setting is clean and safe for all children. The childminder has a good understanding of safeguarding and child protection issues. She confidently describes the signs that might indicate a child is at risk of abuse or neglect. She knows the correct procedures to follow, and who she should report any concerns to about children's well-being and safety.

What does the setting need to do to improve?

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

- model language, such as 'please' and 'thank you', to further support children to use good manners independently
- develop the curriculum in the outdoor area to fully support children's learning and development.

Setting details

Unique reference number	2622627
Local authority	York
Inspection number	10280931
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in York, North Yorkshire. She operates Monday to Thursday, from 8.30am to 3pm, all year round, except bank holidays and family holidays. The childminder provides early education funding for children aged two-, three- and four-years-old. The childminder holds an appropriate qualification at level 3. She follows the Steiner philosophy.

Information about this inspection

Inspector
Clare Cotton

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 inspector spoke to the childminder at appropriate times during the inspection. They discussed how the childminder organises her setting and her curriculum intent.
- The inspector observed an activity and evaluated this with the childminder.
- Children interacted with the inspector during the inspection.
- The inspector viewed relevant documentation, including suitability checks and training certificates, including paediatric first aid.
- Parents provided written feedback for the inspector to share their views and opinions 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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