

Childminder report

Inspection date: 11 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe and confident to explore at the childminder's setting. The childminder knows the children well. She provides sensitive support to children when they need it. Younger children develop their personal, emotional and social skills as they bond with the childminder and look to her for comfort. The childminder encourages all children to work together as a team. Children are kind and caring towards each other. For example, they enjoy helping each other to reach their coat from the peg before they go in the garden. Older children happily take on responsibilities to develop their independence. They wipe the table after snack and push younger children gently on the swing. The childminder praises children as they carry out tasks. Children are proud of what they achieve.

Children engage in a range of activities the childminder provides. Younger children develop their fine motor skills as they use the ball in the water. The childminder quickly extends children's learning by following their interests. For example, she takes the balls outside to the larger water tray so that all children can be more involved. This helps children to be active in their learning and make good progress.

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

- The childminder thinks about what children already know and can do when planning across all areas of learning. For example, when planning the outdoor area, the childminder considers which bicycles support children's developing ability to balance before progressing to using pedals. This promotes children's physical skills and helps them to progress to the next stage in their learning.
- The childminder does not always give enough time for children to think of their own answers to questions. For example, when children are asked what they have made with play dough, the childminder quickly replies, 'You've made your nose.' This means that children are not always given the opportunity to develop their thinking skills.
- Children understand and follow the routines at the setting very well. They enjoy tidying up as they wait for the childminder to count down from three to one. They quickly tidy the toys and put them back on the shelf where they belong. This promotes children's positive behaviour and helps them to care for the setting.
- The childminder introduces new vocabulary to the children as they play. For example, as they peel the oranges for snack, they talk about how juicy they are. Children use their developing language and engage in conversations together.
- The childminder uses books effectively in the setting to support children's language skills. Children remember stories as they play. For example, they use play dough to make a pretend gingerbread person and recite, 'You can't catch me, I'm the gingerbread man.'

- The childminder provides children with a range of home-cooked food to promote their good health. She introduces new foods to the children and caters for their individual dietary needs. Parents comment on how valuable the support from the childminder has been when weaning their child. They also praise the different food options the childminder provides.
- The childminder shares information about the progress check for children aged between two and three years with parents. Parents comment that they have regular conversations with the childminder and good communication. However, the childminder does not always share information about the specific skills that children are learning, what they need to learn next and how parents can support this at home.
- The childminder works with parents and other agencies, including the local authority, to support children with special educational needs and/or disabilities. She is currently undertaking specific training to develop her practice and help children to make the best possible progress in their learning.
- The childminder identifies appropriate training and development opportunities. She is keen to continue to develop professionally. She identifies training which meets the needs of the children. For example, she is attending a course on supporting children's well-being. This helps the childminder to continually adapt her setting to meet the needs of the children and their families.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- allow children more time to find their own answers and develop their thinking skills
- develop communication further with parents to share focused information about what their children are learning and how they can support their development at home.

Setting details

Unique reference number	EY277650
Local authority	York
Inspection number	10335103
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	0 to 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2004 and lives in Acomb, on the outskirts of York. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Katherine Lakes

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder's 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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