

Childminder report

Inspection date: 16 May 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is committed to providing children with a child-friendly, welcoming and enjoyable place to learn. Children are very settled, and they are excited and confident learners. They have established close bonds with the childminder, who spends time getting to know them, their abilities, their likes and dislikes. Children confidently approach the childminder for a cuddle and enjoy the highly responsive reaction they receive from her. This helps them to be happy and secure in their environment.

Children behave well. They listen and respond to the childminder's gentle requests. For example, they help her to tidy away the toys when they have finished playing with them. Children enjoy their time in the garden and know the routine as they prepare to go outside. They collect their outdoor boots and coats. They are actively encouraged by the childminder to develop their independence skills and to have a go at getting ready. With the childminder's support, children carefully explore the pond to see if they can spot any tadpoles or frogs. In the greenhouse, they check the progress of their newly planted sunflower seeds. This helps to develop their knowledge of the world around them. Children are learning to play together, taking turns to ride the scooter and push the doll's pram. This provides opportunities for them to learn good social skills and supports the next stage in their learning.

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

- The childminder uses information she gathers from parents, and through her observations and assessments, to personalise the curriculum for children. She considers children's individual stage of development and offers a broad and balanced learning environment, which follows children's interests and meets their learning needs.
- Children's communication skills are fully supported. The childminder understands how to engage children in conversation and models language well. She is skilful in how she asks children questions and is aware of the importance of allowing them time to think and respond.
- Children are inquisitive and have fun exploring the wide variety of toys and resources available to them. The childminder skilfully supports their learning. For example, young children enjoy emptying and filling boxes. She introduces counting and mathematical language to the children and talks about how the pots are 'full' and 'empty'. Everyday activities are skilfully used to introduce counting. For example, children count the strawberries they have at snack time and how many socks they have.
- Children thoroughly enjoy listening to stories. They snuggle up close to the childminder as she reads to them. Even the youngest children show sustained levels of concentration when they select their favourite book. They actively point

at the pictures and help to turn the pages. They giggle and join in when prompted by the childminder. The childminder repeats key vocabulary slowly and clearly and encourages children to copy her.

- The childminder carefully explains to children what is expected and asks simple questions to engage their thinking. For example, she reminds them that it is time for lunch and explains what needs to happen next. Children respond and talk about tidying the toys away. The routine is familiar, and she praises them for their efforts.
- The childminder provides some opportunities for children to learn about different people and communities, through the books she provides. However, she has not fully considered how to use children's own experiences and backgrounds to help them to develop their awareness about differences between themselves and others in society.
- Parents speak extremely highly of the service the childminder provides. They comment on the excellent progress their children make and how happy, settled and confident they are since attending. Parents describe the childminder as 'amazing', 'flexible' and 'organised'.
- The childminder supports children to lead a healthy lifestyle. She encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes. However, she does not explain the reasons for some of the good care practices that children follow to deepen their understanding of how this helps them to stay healthy.
- The childminder meets with local childminders to share ideas and stay up to date with early years information. This helps her to evaluate her provision and consider any aspects for improvement. During the COVID-19 pandemic, the childminder made every effort to maintain contact with those children who did not attend. For example, she read stories to them using a secure online site.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She has a good understanding of the dangers posed to children through radicalisation and of how to report any concerns to the appropriate authorities. The childminder regularly updates her safeguarding knowledge, for example through online training courses. She keeps abreast of new guidance, for example by working closely with other childminders and taking account of new research and ideas.

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 more opportunities to learn about differences between themselves and others in society, to strengthen their awareness of diversity
- enhance children's understanding of the routines that they follow to promote their good health and how these help them to stay healthy.

Setting details

Unique reference number	EY349842
Local authority	York
Inspection number	10117421
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	2 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 2007 and lives in York. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector discussed with the childminder how the curriculum is delivered.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection and took account of the views of parents from the written feedback provided.

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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