

Childminder report

Inspection date: 29 June 2023

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 look after each other and happily share toys. This is through the nurturing environment that the childminder provides for children to play with each other. Children sensitively look after the dolls and talk about how they are feeling. When a doll falls, the childminder encourages children to think about how the doll feels and cuddles the doll. The childminder has a clear curriculum to support children's independence. Children find their own plates for snack and set the table for the younger children.

Children concentrate on threading beads to make bracelets. They excitedly put them on their wrists and proudly show their friends and parents. Young children try hard to put the small cars onto the track. The childminder encourages them to persist, and they excitedly shout out when the small cars slide down the track to the bottom. Children enjoy singing rhymes and continue with the actions when prompted by the childminder. Children enjoy choosing musical instruments and making noises. The childminder encourages children to play a tune that they have been practising and other children can sing to. Children confidently act out a show and pretend to eat popcorn.

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

- The childminder gives children opportunities to think for themselves and makes choices. For instance, she comments the sun has come out and suggests they move to play in the shade or find their sun hats. Children choose to help each other find their sun hats. The childminder gives children clear messages to enable them to think for themselves and make healthy choices.
- Children have high levels of respect for others. For instance, they tiptoe past sleeping children and are curious what they dream about. Children share experiences of their own dreams. They recognise the impact that their behaviour has on others.
- Children use large brushes to make marks on the pavement. They confidently draw themselves. The childminder brings out small drawing boards and fine mark-making tools. Some children then draw detailed drawings of themselves. The childminder makes resources available to meet children's needs and promote their focus on learning.
- The childminder knows children well and understands their development needs. She works effectively in partnership with parents. The childminder shares information appropriately. This supports children's needs at the childminder's setting and at their home. The childminder knows children are progressing through close observation and listening to check their understanding.
- Parents enjoy looking at photos of their children playing. They complete questionnaires to inform the childminder's plans for development. Parents look

forward to daily discussions about their children and how they can continue to help them at home.

- The childminder acknowledges and values children's transitions on to school. She fosters good relationships with local schools to support effective information sharing. The childminder shares a clear intent to support children's independence. This helps to give children skills for their next stage of learning.
- Children visit the local park regularly and often take a picnic. The childminder gives all children a rich set of experiences in their local community.
- Children access books independently. The childminder reads to children, re-enacting voices and gestures. This enables children to hear and develop their own language. However, the childminder does not consistently introduce children to new vocabulary and concepts. This means that children are not fully supported to speak with increasing confidence and fluency.
- Children show good control and coordination through being physically active. For instance, they enjoy rocking together on the see-saw. Children take turns on the scooter and tricycle. They are keen to peel and cut up fruit for snack.
- The childminder is keen to access regular training opportunities. She reflects on her practice and strives to develop further. The childminder seeks support when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training and knows who to contact for any support. She has a good knowledge of signs to look out for and when monitoring needs to take place. The childminder is knowledgeable and confident in identifying signs of abuse in the home. She is aware of situations that may happen out of the home where children may be at risk and the procedures to follow regarding this. The childminder knows what to do if there is concern about adults who may be a risk to children. The childminder is aware of the need to help older children to gain an effective understanding of risk when using the internet or digital technology.

What does the setting need to do to improve?

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

- use rich language more consistently to introduce children to new ideas, concepts and vocabulary.

Setting details

Unique reference number	EY447662
Local authority	East Riding of Yorkshire
Inspection number	10289130
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in in the Pocklington area of York. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides before- and after-school care. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Val Taylor

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 around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke to a parent during the inspection and took account of their views.

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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