

Childminder report

Inspection date: 8 March 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 feel relaxed, confident and safe with the childminder. He gives them the time and space they need to complete their playful tasks, without feeling pressured or rushed. Children delight in pouring, mixing and smelling different ingredients as they fill jars, using scoops. They twist lids off the jars, which strengthens their wrists. Children consider how to put challenging puzzles together. They take an interest in the sounds that letters make as they complete letter jigsaws. Children set up long train tracks with their friends, inspired by a recent visit to a railway museum.

Children learn about the importance of healthy eating. They use knives very carefully and safely to chop fruit. Children follow instructions on recipe cards and give their opinions on which fruit they like the most. They learn about the world around them. For instance, they take pride in looking after guinea pigs by giving them food, water and cuddles. Outdoors, children develop their imaginations. For example, they make large dens. They visit woodlands and play gyms, which gives them opportunities to develop their physical skills. Children show positive and kind behaviour towards their friends. They learn from very early on to wash their hands to prevent germs spreading, and they access water to drink independently during the day.

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

- The childminder works hard to offer a broad and balanced curriculum. When he offers activities to children of different ages, he considers how his delivery and use of language can enable children to make progress according to their next steps in learning. Children enjoy playing with a very wide range of toys. However, they cannot always access these independently, to extend their learning further, because of the way that they are stored.
- The childminder plans activities for children which are generally pitched well. He makes sure that they offer children appropriate challenge and are interesting. For example, when children finish a jigsaw, the childminder offers another, more-challenging activity which requires children to persevere. Children display their skills of being able to work together as they complete this activity.
- The childminder supports children to explore their own identities and those of others. For example, he plans opportunities for children to learn about Chinese New Year, such as by visiting a Chinese restaurant to taste some Chinese food. The childminder chooses toys and books to represent a range of cultures.
- The childminder's gentle and approachable nature helps to teach children similar dispositions. He understands children's needs well. Less-confident children look to the childminder for reassurance, and, with his discrete support, they gradually feel more confident in front of visitors. In addition, children regularly visit local

playgroups, which helps them to develop the social skills which had been compromised as a result of the COVID-19 pandemic.

- The childminder is an advocate for children learning outside the setting. He incorporates visits to local places, such as nature reserves and woodland, into children's daily routines. At the childminder's home, children have opportunities to swing, climb and balance in the well-planned, spacious garden.
- The childminder models positive behaviour when older children become frustrated with others who want the resources they have. He calmly explains that they can both share the toy. Children teach babies how to share by giving them other objects to hold instead.
- The childminder identifies gaps in children's development or learning and commits to addressing these appropriately. He uses advice and training to ensure that all children receive appropriate support to make progress from their starting points in learning.
- The childminder comments on children's play. He places great importance on children conversing with their peers. For example, during a sensory activity, the childminder encourages children to engage in relaxed and friendly dialogue between themselves about the 'potions' they are making. He models language as children bang drums, shake tambourines and count the beats.
- The childminder values the positive relationships that he fosters with parents. When children first begin their placement with the childminder, he gathers information from their parents about what they can do. This enables him to provide activities for children at the correct level.
- Children develop their early mathematical skills. They compare how tall they are in relation to their peers. Children fill and pour water, using different vessels. They make patterns from loose parts. Children sort and tidy resources away when moving from one activity to another.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is very safe. The perimeter is completely secured by a large fence. When children leave the childminder's home to visit a local place, they are taught to walk safely. When they travel in cars, the childminder takes every step to ensure that the car seats are securely fitted. The childminder has completed all statutory safeguarding training. He recognises and knows how to respond if a child is at risk of harm.

What does the setting need to do to improve?

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

- enable children to access resources independently when they engage in free play, to extend their learning further.

Setting details

Unique reference number	EY474364
Local authority	York
Inspection number	10276137
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	3
Number of children on roll	4
Date of previous inspection	3 July 2017

Information about this early years setting

The childminder registered in 2014 and lives in York. He operates all year round from 7.30am to 5.30pm, Tuesday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lucy Patrick

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 and the inspector carried out a joint observation of an activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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 it has on children's learning.

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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