

# Childminder report

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Inspection date: 12 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children quickly become busy and engaged in their choice of activity. They enjoy being imaginative with small-world characters and spend long periods of time engrossed in their play. The childminder uses children's interests to promote mathematical concepts such as 'under' and 'on top of'. She asks children to get items out from underneath specific coloured items and place them on top of another colour. This enables children to demonstrate their good listening and attention skills. Children show they understand and follow simple instructions well.

Children are confident, independent and communicate well. The childminder extends children's learning by asking them questions. However, sometimes, she answers the question for the children too quickly. This means that children do not have enough time to think and respond to the question themselves. Overall, the childminder promotes children's literacy development. For example, she encourages children to make marks with pencils to help support their early writing skills. However, younger children do not have enough opportunities to select and look at books independently to extend their early reading skills. Children's social skills and behaviour are good, in relation to their age. For example, they often say 'please' and 'thank you' without being prompted.

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

- The qualified childminder is keen to develop her service. She attends regular training to enhance her knowledge. For example, after attending training on physical development, the childminder has purchased resources to support younger children's movement and coordination skills.
- The childminder monitors her assistants effectively, ensuring that they have an induction of her procedures. She ensures that they complete paediatric first-aid training. The childminder reflects on her practice and encourages parents and children to make suggestions for change. She demonstrates a good capacity to continually improve.
- Partnerships with other settings and schools that children also attend are good. The childminder shares information about children's learning and development. This helps to promote continuity in learning experiences between settings.
- The childminder talks consistently to the children, and she supports them to ask for help and to hold a conversation. However, she does not consistently give children plenty of time to answer her questions to fully develop their understanding of communication and language.
- The childminder promotes children's mathematical skills well. For example, as they blow bubbles, she encourages children to count them. She extends and develops children's ideas effectively, such as by showing children 'five' fingers. Children acquire the skills they need for the next stage in their learning.

- The childminder offers activities and resources that capture children's imaginations and promote their learning. For example, she adapts activities to incorporate their favourite characters. However, opportunities for younger children to access books are limited and do not consistently match the needs and interests of all children attending. This means their understanding and enjoyment of stories are not maximised.
- Children have regular opportunities to play in the fresh air and to exercise. For example, they particularly enjoy playing on a variety of climbing apparatus in the garden. This helps to develop children's small- and large muscle skills. The childminder helps children to learn how to stay safe as they play.
- The childminder manages children's behaviour well. She promotes good manners and reminds children about sharing toys and taking turns. Children are willing to help, polite and well mannered.
- The childminder sees children as unique individuals and treats them equally. They seek comfort and reassurance from her and are very keen to include her in their play. Children show that they feel safe and secure in her care.
- Partnerships with parents are good. The childminder communicates with parents regularly about their children's ongoing development. She helps parents to support their children's development at home. Parents speak very highly of the childminder.
- The childminder plans regular outings into the local community. This helps to widen children's experiences. For example, they mix with others at local playgroups, which helps to support their social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility in protecting children. She keeps her safeguarding knowledge up to date through regular training. The childminder ensures that her assistants are appropriately vetted and that they understand their responsibilities in protecting children. The childminder understands the signs and symptoms that would concern her about the welfare of a child. She knows the correct steps to take if she is concerned about a child's safety. The childminder checks the environment daily and takes appropriate action to remove any hazards. This helps to minimise the risk of harm to children.

## What does the setting need to do to improve?

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

- give children more time to respond to questions in order to extend their communication and language skills
- increase opportunities for younger children to select and look at age-appropriate books, to enhance their early literacy skills further.

## Setting details

<b>Unique reference number</b>	EY545351
<b>Local authority</b>	York
<b>Inspection number</b>	10102355
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Strensall, York. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children. The childminder very occasionally works with assistants.

## Information about this inspection

### Inspector

Caroline Stott

### Inspection activities

- The inspector engaged in discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed a range of documentation, including safeguarding procedures, paediatric first-aid training, public liability insurance, and evidence of the suitability checks of people living and working on the premises.
- The inspector carried out a joint observation of an activity with the childminder. She discussed self-evaluation and the impact this has on the setting.
- The inspector took account of the views of parents spoken with on the day of the inspection and through their written feedback.

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  
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Manchester  
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