

# Childminder report

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Inspection date: 13 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### The provision is good

The experienced childminder is enthusiastic and passionate about her role, and children flourish in her care. Her environment is well resourced and children have fun as they learn. For instance, children and childminder giggle with delight as they pretend to be a train. They excitedly move around the room, imitating the actions of a train, with the driver blowing the whistle.

Children are very happy and contented in the childminder's care and their behaviour is exemplary. They show high levels of respect to others, knowing when to say 'please' and 'thank you' and to take turns when speaking with others. Children are respectful of their environment and willingly tidy away resources as they finish playing. Children are confident to lead their own learning and know the childminder will respond positively when asked to be a part of their play. For instance, children take books to the childminder, certain in the knowledge she will read the stories with them.

Children are self-assured and independent. They know to wash their hands before eating and automatically do this. Children show high levels of determination and a can-do attitude to their own learning. For instance, children put on their own coats. They do their utmost to fasten the zips themselves, only asking the childminder for help when absolutely necessary.

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

- The childminder is skilled at engaging children in meaningful conversations to extend their communication skills. She values what children have to say and gives enough time for them to think and respond to questions. The childminder introduces new words into children's vocabulary as they play. For instance, as children use play dough, the childminder talks about it feeling 'squishy'.
- Children's love of books is fostered as the childminder links stories children are reading to their play and their interests. For instance, children talk with enthusiasm about the pictures of trains in the books looking similar to the trains they are playing with. This further encourages children's memory recall. The childminder and children chat about the different trains they noticed on a recent visit to the railway museum.
- Children have many opportunities to practise and extend their physical abilities. For instance, children join in games where they need to manoeuvre their way around the childminder's garden. They avoid obstacles and move up and down different levels.
- The childminder works extremely closely with parents from the start. She collects very detailed information about children's interests, stage of development and care needs. This supports the childminder to plan effectively

for children's learning from the outset. Planning for children's future learning is specifically targeted on what they need to learn next. The childminder consistently keeps parents up to date and involves them in all phases of their children's learning and care.

- Children have many varied opportunities to develop their early writing skills in the childminder's home and at the different groups they access. For instance, children concentrate intently as they fill pipettes with paint before squeezing the paint onto paper.
- Children are extremely well supported to become self-assured learners. They delight in demonstrating their skills and abilities, and relish the high levels of encouragement and praise they receive from the childminder.
- The childminder views her professional development as high priority. She accesses a wide variety of training to maintain her understanding of how to keep children safe and to develop her knowledge of ways to extend children's learning opportunities. The childminder reviews and reflects on how the training she completes impacts on her practice.
- Children are given numerous opportunities to extend their understanding of the local community. They visit places of interest through regular outings with the childminder.
- The childminder works in partnership with other settings children attend. They share information about children's learning and development, which ensures continuity of care and learning.
- The childminder uses play to develop children's mathematical language and understanding overall. For instance, as children scoop and pour sand, the childminder talks about the containers being 'full' and 'empty'. However, the childminder does not maximise opportunities during play and routines to extend children's specific learning about numbers and counting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the possible signs and symptoms of abuse. Procedures for referring concerns about children's welfare are well embedded. The childminder has good knowledge of wider safeguarding concerns, including the risks associated with children and families being drawn into extreme behaviours. The childminder maintains the security of her premises and regularly reviews her policies and procedures. She completes ongoing risk assessments of her home, garden and while on outings to minimise possible risks to children.

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

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

- make increased use of routines and activities to help to extend children's

understanding of early mathematics so they learn more about numbers and counting.

## Setting details

<b>Unique reference number</b>	EY217043
<b>Local authority</b>	York
<b>Inspection number</b>	10067056
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	15 December 2015

## Information about this early years setting

The childminder registered in 2002 and lives in Nether Poppleton, near York. She operates during term time from 7am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Charge

### Inspection activities

- The inspector observed the quality of teaching during activities, 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.
- Discussions took place with the childminder and children throughout the inspection.
- The inspector took account of the views of parents through written feedback provided.
- Documentation and evidence of the suitability of persons living in the household were reviewed.

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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