

Childminder report

Inspection date: 13 November 2019

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

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, safe and secure environment for children to play and learn. She has developed good procedures to settle new children into the setting. This supports children's emotional well-being and gives them a sense of belonging. Children are happy and settled. They show high levels of confidence as they introduce themselves to the inspector, telling her their names.

Children behave well. The childminder uses effective strategies, such as distraction techniques, to diffuse any challenging behaviour. She gently reminds children to be kind to each other. She emphasises this throughout her activities. For instance, children are eager to help care for the childminder's family pets. Children delight in stroking the guinea pigs as the childminder reminds them to be gentle. They help care for the chickens in the garden and collect the eggs. This helps children learn about living things and how to respect and care for them.

The childminder has high expectations of what children can achieve. She has a good understanding of how children learn. She plans and prepares activities which stem from children's interests and prior learning. Children remain focused and persist in activities for long periods. Younger children build a tower of bricks and keep trying even when it falls over. Older children concentrate using their fine motor skills with tweezers to pick up 'bugs' hidden in the leaves.

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

- The childminder engages children in meaningful conversations during their play. She consistently supports children's communication and language skills, introducing and modelling new words. For example, during story time she introduces rhyming words, such as 'snake' and 'shake' and 'bug' and 'rug,' encouraging children to repeat them. However, on occasions the childminder does not always respond to children's curiosity to build on their knowledge even further.
- The childminder asks parents what children know and can do when they first start. This enables her to accurately plan what they need to learn next. She observes children regularly in their play and during activities. This helps her to quickly identify any potential gaps in children's learning or development and promptly seek support where necessary.
- Children benefit from regular outings with the childminder. They visit local parks and other places of interest. In addition, they attend childminder groups where they meet and make new friends. This supports their personal social and emotional development effectively.
- The childminder supports children's mathematical development well. For example, she encourages children to count in everyday activities. She introduces

the names of shapes as younger children put shapes in the shape sorter.

Children begin to develop a knowledge and understanding of measure as the childminder introduces new concepts, such as 'full' and 'empty'.

- Children learn how to keep themselves healthy. The childminder offers a variety of healthy snacks and drinks. Children know they must wash their hands before eating and after using the toilet. They confidently tell the inspector they must wash their hands after handling the guinea pigs to 'get the dirt off'. Children learn to keep themselves safe. The childminder teaches them about road safety as they cross the roads when they walk to school.
- The childminder collects the views of parents when evaluating her service. For example, she seeks their opinions on the activities she provides and the food she serves. This helps her to make improvements where necessary. The childminder has completed mandatory training. However, she has not yet developed a plan for her own professional development, to further improve the quality of teaching and learning.
- Children are physically active. This supports their physical health. They practise their large physical skills as they use wheeled toys in the garden. Children join in singing songs with great enthusiasm, jumping up and down as they act out the elevator moving 'up' and 'down'.
- The childminder supports children to become independent. They successfully put on their own coats and shoes, and help the childminder prepare the sandwiches at lunchtime.
- Children respond well to the high behavioural expectations of the childminder. For example, they help tidy away and use good manners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of safeguarding and its wider issues. She knows and understands the signs and indicators of abuse and knows who to report it to should she have any concerns about a child's welfare. She knows the procedure to be followed should there be an allegation made against her or a household member. The childminder completes risk assessments and regularly checks the environment to identify and remove any potential hazards.

What does the setting need to do to improve?

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

- establish a plan of professional development to take the already good teaching to a higher level
- develop ways to extend children's knowledge in response to their curiosity during conversations.

Setting details

Unique reference number	EY548533
Local authority	York
Inspection number	10126925
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in York. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Lesley Maughan

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed parts of the premises used for childcare.
- The inspector took account of the written views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019