

Childminder report

Inspection date:

20 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

Good

What is it like to attend this early years setting?

The provision is good

Children thrive in the nurturing and homely environment. They are relaxed in the childminder's care and display high levels of confidence. The childminder supports children to take turns as they play board games together. She is a good role model and consistently praises children for their efforts and achievements. Children behave very well and learn good manners. For example, they politely ask the childminder whether they can leave the table, once they have finished their snack. Older children are considerate and helpful. They show kindness to younger children and involve them in their play.

The childminder plans and delivers a good range of challenging activities to support children to learn new skills and knowledge. For example, she helps children to link sounds to letters as they look at the print in books. Children have a positive approach to learning and are eager to join in with activities. They are energetic and excitedly follow the childminder's lead as she demonstrates the actions to songs. The experienced childminder skilfully teaches mathematical concepts through play. For example, she helps children to recognise numerals, count and calculate as they use props to act-out stories. Children's mathematical skills are developing well.

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

- Children benefit from warm and affectionate relationships with the childminder. They are independent and confidently explore the childminder's home, following their interests and selecting resources to support their play.
- The childminder supports children to develop their communication and language skills well. For example, she asks a good range of questions to help children to share their thoughts and ideas. Young children mimic the sounds that the childminder makes and older children are strong communicators.
- Children are prepared well for their future learning and eventual move to nursery and school. For example, they listen to the childminder and are able to follow her instructions.
- The qualified childminder has a good understanding of the curriculum and the way in which children learn. Overall, she interacts well to help children to build on their existing skills. However, she occasionally moves activities along too quickly. This means that children are not given the time that they need to explore and test out their own ideas.
- Children demonstrate a good understanding of the importance of healthy diets and exercise as the childminder engages them in lively discussions. They follow good hygiene routines and intuitively wash their hands after using the bathroom and before mealtimes.
- The childminder observes children regularly to find out what they can do and know already. She uses her findings to set relevant targets that help them to

move on to the next stage in their learning and development. Children make good progress from their starting points.

- Partnerships with parents are good. The childminder uses a variety of effective methods to exchange information with parents and involve them in the assessment process. Parents' feedback is very complimentary. They praise the way that the childminder supports children to develop personally, and say that children are learning new skills rapidly.
- The childminder is a reflective practitioner and has plans to enhance her garden to offer even more opportunities for children to learn outdoors. She completes all essential training but recognises that she could further enhance her programme of professional development to strengthen her teaching skills.
- Children demonstrate good physical skills as they thread laces through intricate holes to create patterns. They are active and enjoy daily opportunities to play and learn outdoors. The childminder often takes children on trips to help widen their experiences. For example, children regularly visit the library, playgroups and museums.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her responsibility to safeguard children. She completes daily safety checks to identify and minimise potential hazards and ensures that children are safe during outings. The childminder is well trained in child protection matters and is alert to the possible signs of abuse and wider safeguarding matters. She knows how to report any concerns she may have about children's welfare to the relevant authorities. The childminder has a secure understanding of Ofsted reporting requirements.

What does the setting need to do to improve?

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

- provide children with the time they need to explore and test out their own ideas
- extend professional development activities to strengthen teaching and learning to an even higher level.

Setting details

Unique reference number	EY362654
Local authority	York
Inspection number	10067064
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 July 2015

Information about this early years setting

The childminder registered in 2007 and lives in Rawcliffe. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible to provide funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Susie Prince

Inspection activities

- The inspector looked at the areas of the childminder's home that are used for childminding purposes. She had discussions with the childminder to find out how she organises the curriculum and early years provision.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and the childminder jointly evaluated an activity.
- The inspector looked at evidence of the suitability of adults in the household and statutory documentation.
- The inspector talked to the children throughout the inspection. She looked at testimonies from parents 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.

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