

Childminder report

Inspection date:

26 November 2019

Overall effectiveness	Good
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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 enjoy their time in a safe and stimulating environment. The childminder understands the ways young children learn and she strives to help them to achieve as well as they possibly can. Her high expectations translate into well-thought-out activities that challenge children well and help them to build on what they already know and can do. However, sometimes, she gives children too many suggestions or too much direction during activities. She does not always ensure they have the best opportunities to think, share their ideas and solve problems during play.

The childminder gives children gentle reminders and prompts to behave well. For example, she asks them to walk indoors and tidy up toys. They cooperate with hygiene routines, such as washing their hands. However, the childminder does not consistently help children to develop a greater understanding of the importance of staying healthy and safe. Parents commend the childminder for 'bending over backwards' to provide 'first-class childcare'. They are very much assured that children feel safe and are happy in her care. They say children are very excited to come to the childminder's house and that they describe her as their 'best friend'.

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

- The childminder uses different ways to communicate with parents, depending on their preferences. This helps her to gain and share detailed information about children's learning from the outset. She also shares information with other settings that children attend. This helps to provide a shared approach to supporting children's care, learning and development.
- Planned activities are based on what children need to learn next and appeal to their interests. For example, the childminder provides a wide range of resources for children who enjoy construction activities to connect and build structures during play. This helps them to engage in their learning and they develop new skills across all areas of learning.
- The childminder interacts well with children and makes learning fun. However, occasionally, children do not have plenty of opportunities to share their own ideas and suggestions.
- Children thoroughly enjoy sharing books. The childminder reads to them with enthusiasm, which helps them to become absorbed in stories. They listen intently and join in with familiar phrases.
- Older children are independent learners who cooperate during play. They discuss the rules and work together during games they initiate by themselves. For example, they take turns to hide and count during a game of hide and seek.
- Babies eagerly explore, showing a sense of belonging and a natural curiosity. They further demonstrate their security in the childminder's care when they crawl to her lap for a cuddle.

- The childminder reviews and adjusts her provision to meet children's needs, for example, by changing the resources she provides. She liaises with other childminders and they share ideas for improving their teaching skills.
- The childminder works closely with parents to prepare children for school, promoting their independence and confidence. Together, they encourage children to develop a love of learning that helps to prepare them for education in school.
- Children benefit from outings in the community. The childminder uses the local environment to support children's learning. For example, they look at numbers on doors and buses and recognise familiar letters, words and logos on shop fronts. She teaches children about people and communities beyond their own experience, for example, through stories and resources. Children develop an understanding of the values and beliefs of others.
- The childminder promotes good manners, respect and an understanding of one another. Children are very polite. They begin to consider the needs of others and manage their own frustrations.
- The childminder ensures that children get plenty of fresh air and exercise, which helps to promote their physical health. However, she does not always give them clear messages about why hygiene habits are important and how they can contribute to their own good health and safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training and receives regular support and information from the local authority. This helps her to keep her knowledge of safeguarding procedures up to date. Robust arrangements are in place to make sure assistants are suitable to work with children. The childminder shares her good child protection knowledge with her assistant, who has also attended relevant training. This helps to ensure they are both aware of the signs and symptoms that can indicate that a child is at risk of harm. The childminder has secure knowledge of what to do if she is concerned about a child's welfare.

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 even more opportunities to think, develop their ideas and make suggestions during play
- help children to strengthen their understanding of routines that support their good health and safety.

Setting details

Unique reference number	EY469251
Local authority	York
Inspection number	10075570
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	18 January 2016

Information about this early years setting

The childminder registered in 2014 and lives in Haxby, York. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She occasionally works with an assistant. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home that are used for childcare. The childminder talked about the activities and experiences she provides to support children's learning.
- The childminder and inspector reviewed an activity together. The inspector observed further activities and assessed the impact of the childminder's teaching on children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She spoke to parents and took account of their views through written feedback provided.
- The inspector looked at a sample of documents, such as qualification certificates and evidence of suitability checks carried out on adults who live and work at the premises.

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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