

Childminder report

Inspection date: 21 January 2020

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

The childminder has high expectations for children and provides a rich and varied curriculum that is well matched to their needs. She plays expertly alongside children, helping them to develop new skills. For example, the childminder supports children to count and use mathematical language as they build structures out of bricks. She models role play and helps children to make-believe as they pretend to buy food from an imaginary shop. Children are supervised well and are safe in the childminder's care. They enjoy playing outdoors, where they learn how to throw and catch balls.

Children have a positive attitude to learning and develop the skills they need for future success. For instance, children cuddle up to the childminder to look at books and engage in lively discussions about the illustrations. The childminder promotes children's language skills particularly well. For example, she introduces new vocabulary and encourages children to repeat words back to her. Young children learn new words rapidly and older children are articulate communicators. Children are well behaved. They form firm friendships with other children and learn how to share toys and resources. The childminder often takes children on trips to museums, farms and playgroups to help develop their social skills and widen their experiences.

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

- The childminder has a patient and nurturing approach. She is attentive and shows a genuine interest in what children say and do. Children develop strong bonds with the childminder and are happy and relaxed in her care. Parents say that children look forward to seeing the childminder and excitedly shout her name as they approach her house.
- Children are physically active and play outdoors daily, where they delight in chasing after bubbles and popping them with their fingers. The childminder provides nutritious snacks to endorse healthy eating. She takes opportunities that arise to talk to children about the importance of cleaning their teeth.
- The qualified childminder engages in a wide range of professional development activities to strengthen her skills and knowledge further. For example, she attends training events and reads relevant early years articles. Recently, the childminder has developed a greater understanding of how children's language develops and when to seek support from other professionals.
- Children explore their surroundings with enthusiasm, making decisions about their play. They enjoy looking at photographs of themselves, and remember and talk about what they did during a recent trip to a farm. The childminder asks a good range of questions to help children to recall information and relive their past experiences.

- The experienced childminder knows how children learn and develop. She closely monitors children's progress to identify exactly what they need to learn next. Children make good progress towards the early learning goals.
- The childminder is supportive and positively interacts with children to build on what they already know and can do. For instance, she provides children with good opportunities to explore and learn how to operate programmable toys. However, in her eagerness to help children, she sometimes overlooks opportunities to support them to solve problems independently.
- The childminder is full of praise and encouragement. She helps children to consider the feelings of others and explains the reasons behind her rules. Children know what the childminder expects and respond positively to her requests. They are helpful and tidy away toys and resources.
- Occasionally, the childminder over directs craft activities, which means that children do not have the best opportunities to express their own ideas and be creative.
- The childminder works well with parents to foster a shared approach to children's learning and care. For example, she provides daily verbal feedback and shares learning journals with parents to keep them well informed of children's progress.
- The childminder reviews and evaluates her practice well. She seeks the views of parents and children to help maintain good standards and drive continuous improvement. Parents speak highly of the childminder and are delighted with the range of activities and learning experiences that she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She completes safety checks to ensure that any potential risks are identified and minimised in her home and during outings. The childminder recognises how to identify the possible indicators of abuse and is alert to wider safeguarding issues. She knows how to report any concerns she may have about children's welfare to the relevant authorities. The childminder regularly refreshes her knowledge of child protection procedures and holds a valid paediatric first-aid qualification.

What does the setting need to do to improve?

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

- focus more precisely on supporting children to work things out for themselves and solve problems independently
- provide increased opportunities for children to represent their own ideas and be creative during craft activities.

Setting details

Unique reference number	321282
Local authority	York
Inspection number	10067049
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 July 2015

Information about this early years setting

The childminder registered in 1996 and lives in the Woodthorpe area of York. She operates all year round from 8am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector

Susie Prince

Inspection activities

- The inspector completed a learning walk with the childminder and had discussions with her to understand how she organises her early years provision.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The childminder jointly evaluated an activity with the inspector.
- The inspector looked at written feedback from parents and talked to the children and considered their views.
- The inspector looked at evidence of the suitability of adults in the household and the childminder's first-aid certificate. She talked to the childminder about self-evaluation and her plans for continued improvement.

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 2020