

# Childminder report

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Inspection date: 17 January 2020

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

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

### The provision is good

The attentive, energetic and enthusiastic childminder gives children an extremely warm welcome into her home. Parents say that children are instantly drawn to her warm and caring nature and that she truly loves the children. This is evident, for example, in the way children snuggle up to her when they are listening to a story. They glow when the childminder shows them affection. This contributes to their high levels of self-esteem and the happiness and security they show in her care.

Plans for children's learning are rooted in a secure knowledge of child development. The childminder becomes actively involved in children's play. She carefully considers their interests and abilities while planning a good range of activities and experiences. Children are, mostly, supported extremely well to build on what they know, remember and can do. However, some aspects of teaching are not as precisely focused as they could be, such as when supporting older children's literacy skills.

The childminder has consistently high expectations for children and models good manners and respect. Children are polite and eager to please the childminder. They help to make rules and boundaries, which the childminder promotes effectively. Children behave well, given their ages.

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

- Children thoroughly enjoy their time with the childminder. They are motivated by exciting and appealing activities. For example, they giggle with delight while dancing with a Chinese dragon they have made. This also helps children to learn about different cultures and traditions in an age-appropriate way.
- Young children are curious and eager to explore. They choose from the good range of resources and lead their own play with confidence. They keep trying when they encounter difficulties and show good levels of involvement in their learning.
- Older children show a positive attitude and are keen to learn new skills. The childminder responds well, providing challenging activities that keep them interested and motivated to learn. This contributes to their very good achievements.
- The childminder has developed effective ways to share information with other settings that children attend. However, she does not always ensure her teaching is consistent with what children experience elsewhere. For example, she is not always aware of strategies used to help children to develop an understanding of letters and the sounds they represent.
- Children are, generally, tolerant of one another and learn to understand the impact of their behaviour on others. Disagreements between children are

resolved quickly. Occasionally, however, the childminder overlooks times where she could promote positive relationships even more effectively. Children are not consistently supported to talk about their frustrations and to develop an even greater understanding of the needs and feelings of others.

- The childminder captivates children's interest while she reads with enthusiasm, using her voice and gestures skilfully. Children become absorbed in stories and have an evident love of books.
- The childminder clearly enjoys her role and aims for continuous improvements to her provision. She reviews her own practice and its impact on children's learning, and seeks feedback from children and parents. She uses her findings to enhance and develop her approach to children's care and learning. For example, she has developed her play space to give children more independent access to a wider range of resources.
- Mealtimes are relaxed and support children well to develop good social skills and independence. For example, children make their own sandwiches while they chat to the childminder about their day. The childminder talks to children about which foods are nutritious and which foods are best kept for a treat. This helps children to learn about the importance of healthy lifestyles.
- Children benefit from outings in the local community, such as to the fire station and beach. They enjoy going to 'cake church' where they meet with people of all ages and abilities in the community. These experiences help them to learn about the life of others in their local community. They begin to explore and understand the similarities and difference between themselves and others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She has good knowledge of child protection guidance and legislation, which she keeps up to date. For example, she attends relevant training and liaises with the local authority. She knows about the signs that can indicate a child is at risk from harm and knows what to do if she is concerned about a child's welfare. Arrangements for managing children's accidents and medication are highly effective and help to promote children's good health. The childminder's regular checks on her home and garden help to keep children safe in her care.

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

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

- strengthen partnerships with other settings and provide an even more consistent approach to teaching older children, particularly in early reading
- help children to talk about and recognise feelings and support them to develop an even greater consideration of the needs of others.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY233901                                                                          |
| <b>Local authority</b>             | York                                                                              |
| <b>Inspection number</b>           | 10067057                                                                          |
| <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>       | 1 to 10                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 30 September 2015                                                                 |

## Information about this early years setting

The childminder registered in 2002 and lives in York. She operates her service all year round, except for bank holidays and family holidays. Opening hours are from 7.30am to 6.30pm on Monday to Thursday, and from 7.30am to 4pm on 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

Clare Wilkins

### Inspection activities

- The childminder showed the inspector around her home. She talked about the ways she cares for children and helps them to learn.
- The inspector observed the childminder's interactions with children and assessed how she promotes their learning and development.
- The childminder and inspector discussed and evaluated the childminder's teaching during an activity.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She looked at written feedback from parents and took account of their views.
- The inspector looked at relevant documents, including evidence of the suitability checks carried out in adults in the household.

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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