

Childminder report

Inspection date: 18 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy listening to stories that the childminder reads. They sit together closely and are eager to be actively involved in the storytelling of familiar books. The childminder adds words and the names of colours, which children keenly repeat. She extends and explains concepts well. For example, the childminder shows children a shadow of her hand on the floor. Children are highly engaged and fascinated, eager to look for the shadow. This helps to promote children's listening and attention skills.

Children build towers with bricks. The childminder uses this activity to support their skills in counting. Children relish investigating coloured sand in trays. They make prints using pots and animal shapes. The childminder widens children's awareness of shapes. For example, she draws around a circle with her finger. This stimulates children's mathematical skills effectively.

Children form close attachments with the caring childminder and build strong friendships with other children. Children are happy and safe in the setting. The childminder takes time to get to know them. She gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. Children are well behaved and have a good understanding of sharing and taking turns. For example, the childminder encourages and supports children to take turns at lifting the flaps on the pages of a familiar book.

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

- The childminder knows children well and understands how they learn and develop. She provides good learning opportunities for children that follow their interests. The childminder makes regular assessments of children's play and achievements and shares these with their parents.
- Children engage in role play and the childminder enhances this play well. She encourages children to water their pretend 'flower cake'. Children excitedly add links to their constructions and pretend to pour water. However, occasionally, the childminder misses opportunities to further extend the thinking and imaginative skills of children who are quieter.
- The childminder extends children's learning by asking them questions. However, sometimes, she answers the question for the children too quickly. As a result, opportunities to further enhance children's communication skills, vocabulary and language are missed.
- Children show delight in looking at animal posters. They are keen to name the animals and know the noises animals make. The childminder extends children's understanding of the world. For example, she explains that owls come out at night time. She gives effective explanations and demonstrates with actions well.

For example, she uses her arm to show how an elephant gathers water in its trunk to put into its mouth. Children are well prepared for the next stage of their learning.

- Children enjoy playing with interactive toys. They move in response to music, demonstrating their coordination and physical skills. Young children show that they know the actions to familiar songs and rhymes.
- The childminder encourages the good use of manners and awareness of healthy eating. She helps children to be independent and discusses healthy food choices. Children enjoy choosing and cutting their own fruits at snack time. They learn to feed themselves at mealtimes.
- The childminder takes children on regular outings, including to the pet shop, park and to attend various group sessions. This helps to build on their physical skills and awareness of the wider world.
- The childminder has high expectations for children's behaviour. She encourages them to share and take turns. The childminder helps children to develop a good awareness of how to play in safety and avoid accidents. For example, she reminds them not to stand on the books, as they may slip.
- The qualified childminder keeps up to date with new early years information. She reflects on her provision, carries out independent research and attends training. For example, she has accessed a course to extend her knowledge of alcohol misuse and domestic abuse.
- The childminder recognises that two-way information sharing with parents and carers and other settings that children also attend is valuable. This helps to ensure that there is continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has developed her knowledge since her last inspection and knows what to notify Ofsted about. She ensures that her safeguarding knowledge is current, for example, through completing training and accessing information online. The childminder has a secure awareness of the signs of abuse and neglect. She understands her duty to prevent children being drawn into situations that put them at risk. The childminder knows the local referral procedures to follow if she is concerned about a child's welfare. She identifies potential risks in the environment and addresses these promptly.

What does the setting need to do to improve?

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

- improve further the teaching methods used to help children who are quieter to share and connect their ideas, to help develop their thinking and imaginative skills

- give children even more time to respond to questions to enhance their vocabulary and language.

Setting details

Unique reference number	EY232327
Local authority	York
Inspection number	10101219
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 14
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 March 2019

Information about this early years setting

The childminder registered in 2002 and lives in York. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The childminder explained how her provision is organised to support children's care and learning.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector conducted a joint observation of an activity and discussed the emerging strengths and areas for development.
- The inspector viewed and discussed documentation, including public liability insurance and evidence of the suitability of all adults living on the premises.
- The childminder and the inspector discussed the self-evaluation and the impact this has on her provision. The childminder discussed the training she has accessed.

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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