

Childminder report

Inspection date: 5 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they are comfortable and happy in the childminder's home. They respond positively to her warm interactions. Children develop strong bonds with the childminder. The childminder's communication with children is very clear. This supports children to feel secure as they know what will happen next, and understand the reasons why. For example, children know that they need to wash their hands to get rid of germs before they sit down to eat.

The childminder is a positive role model. She provides a wealth of praise and encouragement to children. This helps to support children's emotional well-being. The childminder gives guidance to support children's good behaviour. As a result, children's behaviour is excellent. The childminder knows what children enjoy. She makes good use of their interests to engage them in learning. This helps children to make progress and prepares them for their next stage in learning, including school. Parents report positively about the childminder's caring and nurturing approach. For example, they comment that the childminder posted hand-made cards to each family during the pandemic.

The childminder offers children a safe environment to play in. She implements robust risk assessments and reviews them regularly. The childminder has high expectations for all children in her care. Children learn how to keep themselves safe. For example, children learn to identify potential hazards themselves. For example, they talk about the need to be careful when using a sharp tool for a craft activity.

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

- The childminder takes time to get to know and understand each child, when they first start at the setting. She works closely with parents to gather key information about their child. This contributes to the good progress that children make. For example, the childminder identifies when children would benefit from toilet training and this is done in partnership with parents.
- The childminder supports children's communication and language development. She speaks clearly and holds conversations with children. The childminder helps to extend children's vocabulary. For example, she talks to them about the weather and encourages them to remember what it was like yesterday. The childminder explains how they must bring in the washing because it will get wet.
- The childminder makes her own resources, based on children's interests. This helps to engage children in their learning. The childminder teaches children new skills in a logical and sequenced way. Children think about how they might overcome challenges. For example, when completing a jigsaw, the childminder asks children to find the straight sides first. Children begin to learn how to solve

problems and how to complete their jigsaw.

- Children are beginning to learn about diversity. They learn about a variety of cultural festivals, such as Diwali and Easter. However, the childminder does not provide opportunities for children to develop an understanding of different families, people or communities, which are different to their own.
- Partnerships with other professionals are good. The childminder knows other local childminders in the area. She has a supportive network to share ideas and information with. This helps the childminder to develop and maintain her good practice.
- Children are developing good early literacy skills. For example, older children recognise the letters in their names and are able to sound them out. The childminder encourages children to develop a love of books and stories. Children enjoy snuggling next to the childminder as she reads to them. They look at the pictures and excitedly identify the characters they see.
- Children visit the local forest school and parks, and take the family dog for walks. The childminder provides children with nutritious snacks and home-cooked evening meals. She helps to support children's understanding of a healthy lifestyle.
- The childminder's care practices are good. Children follow effective hygiene routines, such as washing their hands. They use individual towels to avoid the spread of germs.
- The childminder is motivated and committed to her role. She has a positive attitude and monitors her practice effectively. However, she has not focused her professional development to help raise the quality of education even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She knows and understands the signs and symptoms which indicate a child may be at risk of harm. This includes exposure to extreme views and behaviours. The childminder has a good understanding of the reporting procedures she must follow, should she have any concerns about a child's welfare. The childminder holds contact details for the relevant agencies in her local area. This enables her to take swift and appropriate action to keep children safe from harm. The childminder checks regularly for hazards that could pose a risk to children and ensures that the environment is safe for children.

What does the setting need to do to improve?

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

- extend professional development opportunities to develop the quality of the setting even further

- provide more opportunities for children to learn about people and communities beyond their own.

Setting details

Unique reference number	321225
Local authority	York
Inspection number	10067075
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 July 2016

Information about this early years setting

The childminder registered in 1994. She lives in the Clifton area of York. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification in childcare at level 3.

Information about this inspection

Inspector

Claire Crumpton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector sampled various documents, including paediatric first-aid qualifications and public liability insurance.

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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