

Childminder report

Inspection date: 20 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 feel safe and welcome in the childminder's home. They confidently choose toys and resources, and cooperate well with routines. For example, children know to wash their hands before eating. There is a cosy and home-from-home feel in the setting. The childminder is a positive role model. She implements consistent approaches to manage children's behaviour. Children are reminded of her expectations, if they forget. For example, the childminder explains not to throw toys because they may break or get lost. Children have clear rules and boundaries to follow. They are confident in their own abilities. Children practise their good speaking skills. For example, they ask an interactive speaker to play the tidy-up song, or their favourite nursery rhymes.

The childminder has high expectations of the children in her care. She is ambitious for their future learning. The childminder has a strong focus on children exploring and understanding the wider world around them. She plans trips to the beach and local forest areas. Children are inquisitive and motivated to learn. They develop their mathematical understanding well. For example, children practise their counting skills when they count the legs on a picture of an ant. They learn about shape and measure, such as when they roll, cut and compare lengths of dough. Children strengthen the muscles in their fingers and manipulate the dough to create minibeasts.

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

- The childminder supports children's language and communication well. She engages children in conversations and children confidently share their views. The childminder introduces new vocabulary, which children repeat. She helps older children to pronounce words and initial sounds correctly.
- The childminder provides a curriculum that considers children's interests and plans her curriculum based on this. Older children engage well in activities on offer. However, activities are sometimes too challenging for some children, particularly during some focused activities. This results in them becoming less engaged in their learning. Despite this, children make good progress in their development and are well prepared for their next stage in learning.
- Children have plenty of opportunities to develop their physical skills. For example, they choose different yoga positions to try from a book about yoga. This helps to support children's emotional well-being and gives them a sense of calmness.
- The childminder encourages children to develop an interest in books. This helps to develop their literacy skills. The childminder displays books attractively around the playroom to spark children's curiosity.
- Children have immense fun while taking part in creative activities. They enjoy

singing familiar songs while they access a range of musical instruments. Children explore the different sounds they make. They learn the faster they shake the instrument, the louder it gets. Children develop their imaginations. For example, they pretend to stomp in the jungle, hunting for animals.

- The childminder encourages children to follow good hygiene practices. This helps to prevent the spread of infectious illnesses and germs. Children learn to manage their personal hygiene independently. They confidently wash their hands before meals and after playing. Children know to cough into their elbow to reduce the spread of germs.
- The childminder is sensitive to the potential effects of the COVID-19 pandemic. For example, during national restrictions, she kept in touch with children and their families. The childminder checked on children's well-being and offered ideas for activities at home.
- Parents are extremely complimentary about the childminder and the service that she provides. The childminder sends home messages and photos of children. She talks to parents at drop off and collection times. Parents tell her about the experiences their children have at home. This helps to provide continuity of learning and care for children.
- The childminder shows respect when talking to children and she listens to what they say. Children understand the need to share and take turns. The childminder follows children's choices. She knows the resources that children like to play with. For example, children play together sharing magnetic fishing rods. They help each other to catch the fish and laugh as they do so.
- The childminder regularly evaluates the quality of her provision. She listens carefully to the views of parents and children to help identify any changes. However, the childminder has yet to explore professional development opportunities to enhance her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the procedures that enable her to protect children from harm. She knows the signs to look for which may alert her to a child being abused. Information and contact details of the relevant agencies are displayed on a noticeboard, should she need to report a concern. The childminder is aware of the welfare concerns relating to extreme beliefs. She is qualified in paediatric first aid. The childminder carries out risk assessments of her home and when taking children on outings, to ensure children's safety at all times.

What does the setting need to do to improve?

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

- plan group times more precisely to support younger children to maintain their

concentration and become engaged in activities

- identify professional development opportunities to strengthen existing knowledge and enhance the quality of teaching to the highest level.

Setting details

Unique reference number	EY338659
Local authority	York
Inspection number	10067061
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	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 September 2015

Information about this early years setting

The childminder registered in 2006 and lives in Strensall on the outskirts of York. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. 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

Claire Crumpton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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.
- Parents shared their views through telephone calls and written comments. The inspector took account of these views.
- 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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