

Childminder report

Inspection date: 16 May 2022

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

The childminder provides a warm and nurturing environment where children feel happy and settled. They develop strong and meaningful relationships with her. This helps children to feel safe and secure. Children explore the environment freely, making personal choices about what they would like to play with. This helps children to understand that their decisions are respected. Children have good opportunities to build on their interests and the next steps in their development. For example, the childminder recognises children's interest in the song 'Old MacDonald had a farm'. She introduces further activities to support children's language. For instance, the childminder introduces a large money box and uses words such as 'money' and 'coin'.

When children play with a toy farm, the childminder introduces a narrative to extend their language and introduce early mathematical skills. For example, she encourages children to count and group animals together. However, the childminder occasionally does not use the correct pronunciation of words, such as referring to a vehicle as a 'brum brum'. Children are well behaved. Pre-school children learn about the boundaries set by the childminder through gentle reminders. Older children know the rules and expectations of the setting. For example, they know not to run in the house and know to use kind words.

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

- The childminder knows children well. She plans a curriculum based on what they already know and can do. This helps them to make steady progress in their learning. Children are excited to join in with the activities that have been carefully selected to follow their interests and developmental needs. For example, young children show good levels of concentration as they complete wooden inset trays showing farm animals.
- The childminder has a good understanding of all areas of learning and attends mandatory training, such as paediatric first aid and safeguarding. However, she has not built on her professional development to enhance the quality of education even further.
- Children have access to a wide range of activities to promote their physical development and emotional well-being. They climb, balance, run and kick balls in the childminder's garden. Children visit the local park each day to climb and balance on larger and more-challenging equipment, and to explore the natural environment. These daily outings enable children to socialise with other children and manage and take risks that are appropriate to their age.
- The childminder offers new children settling-in periods. She uses this time to gather key information about children. The childminder gets to know children's interests and routines, and gains an understanding of what children know and

can do. This helps her to start planning for children's learning to ensure that they make good progress.

- Children's care needs are met sensitively. Children turn to the childminder, nestling in to receive cuddles when they are tired or need comforting. Children demonstrate a good sense of belonging in the setting.
- The childminder offers children regular praise. However, children often miss this recognition of their achievements. For example, the childminder does not direct her comments towards individual children and does not provide children with an explanation as to why they are being praised.
- Partnership with parents is good. Parents' written testimonials express that they appreciate the childminder's friendly, caring and professional approach. Parents are kept up to date with their children's learning through daily communication and an online learning journal. Older children state that they enjoy coming, and like to play outside and take part in craft activities. The childminder has effective links with the local school that children attend. This helps children to have a smooth transition when they progress on to primary school.
- Overall, the childminder promotes children's language and communication skills. She plays alongside and with children at their level, modelling new words. However, the childminder occasionally uses the incorrect pronunciation of words, for example, saying 'horsey' and 'moo cow'. This means that children do not hear and learn to use the correct pronunciation of words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of local safeguarding procedures. She understands the actions to take if she has any concerns about the welfare of a child. The childminder knows to check the local and most-recent guidance online for the procedures to follow if an allegation is made against her or another member of her household. She has completed training on safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The childminder maintains her paediatric first-aid qualification to ensure that her knowledge is up to date and she knows what to do in the event of an emergency.

What does the setting need to do to improve?

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

- identify and access professional development opportunities to strengthen knowledge and teaching practice
- support individual children to listen and understand what they have been praised for
- help children to use and hear the correct pronunciation of words to extend their language skills further.

Setting details

Unique reference number	EY249248
Local authority	York
Inspection number	10229474
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 November 2016

Information about this early years setting

The childminder registered in 2003 and lives in York. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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