

Childminder report

Inspection date:

27 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Babies smile as they arrive at the provision, separate well from carers and settle instantly with the childminder. Older children are confident to express their needs and wants. Parents comment that the childminder always 'goes the extra mile for the children in her care'.

Children are supported to develop their own independence and self-care skills. Children independently select their toys and resources and take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their own hands and select their own fruit. Children are confident and independent learners.

The childminder calmly helps young children to understand the concept of sharing. She sensitively reminds them not to throw toys and explains the reasons why. Consequently, children respond attentively. They focus their attention elsewhere and show high levels of concentration as they attempt to post objects through holes. The childminder praises children at every opportunity, which helps motivate them to learn.

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

- The childminder has a good understanding of how children learn. She knows children well and adapts her teaching to support their individual interests and learning styles. For example, the childminder introduces additional resources, such as a 'mud kitchen', to enhance children's pretend play. She uses praise and encouragement to promote children's sense of achievement, confidence and self-esteem. This supports children's emotional well-being.
- The childminder knows the children well. She plans a variety of activities across the educational programme, following the interests and individual learning styles of each child. Consequently, children make good progress from their starting points. However, although she identifies their next steps accurately, she does not consistently encourage and support parents' contributions towards children's learning and assessment.
- Children's speech and language development are supported effectively. The childminder engages children in regular conversation throughout the day, to extend and build on their communication skills. She speaks clearly and uses repetition of language to help children say words correctly. Children attend a range of local groups, where they participate in singing and craft activities. This provides opportunities for children to interact with others and develop their social skills even further.

- The childminder is a positive role model and has high expectations for all children in her care. Children are familiar with daily routines and respond well to the childminder's requests. For example, they eagerly help her to tidy away the toys when they have finished playing.
- Children benefit from plenty of fresh air and exercise. The childminder ensures children understand about leading a healthy lifestyle. For example, they grow vegetables from seeds and eat them as a snack. The childminder ensures that children are provided with a healthy, nutritious lunch and shares information about good eating habits with parents.
- The childminder regularly evaluates her practice and is fully committed to making changes across the provision to raise standards. For example, she is currently looking at introducing the 'curiosity approach' to learning, to further enhance children's play opportunities. She carries out regular 'parent and child feedback' questionnaires to seek the views of those who attend the provision, in order to drive improvement.
- Although the childminder has undertaken some training, she does not always reflect on her practice. This means that she does not have a highly-targeted programme of professional development, to ensure that her skills and knowledge improve consistently.
- The childminder forms good relationships with parents. She regularly communicates through electronic means and shares information about their child's activities and care arrangements. This includes photos of the children at play, to celebrate their achievements. Parents are highly complimentary about the childminder.
- Children's learning is enriched through exciting trips within the local community. The childminder provides opportunities for children to explore the natural world and learn about the environment. For example, children frequently visit parks and local green spaces where they take part in forest-school activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She has a good understanding of the procedures to follow should she have any safeguarding concerns. She recognises the possible signs and symptoms of abuse or neglect, including those relating to wider safeguarding issues. The childminder knows who to contact if she has concerns about the welfare of a child. The childminder ensures that risks to children in her home are minimised and completes a risk assessment before she takes children on outings.

What does the setting need to do to improve?

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

- make better use of self-reflection to identify a more targeted plan for professional development, to increase knowledge and skills further and raise the quality of teaching to the highest level
- encourage and support parents to contribute more to their children's learning and assessment.

Setting details

Unique reference number	EY478993
Local authority	York
Inspection number	10229684
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in York. She offers care from 7am to 6pm, Monday to Friday, all year round. She offers funded education for two-, three- and four-year-old children. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This is the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022