

Childminder report

Inspection date: 1 August 2023

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

Children are very happy and interested in the activities on offer. They develop secure and trusting relationships with the childminder and her assistants. Children have good opportunities to develop their physical skills. For example, an assistant sets up an obstacle course outside for them to practise their movements. Children thoroughly enjoy demonstrating their control and balance, such as showing they can make star jumps and hop. They ask to go for a walk down the lane and again follow the assistant's action instructions. This helps to provide children with space to develop their coordination when they move their bodies in different ways.

Children's behaviour is good. They play well together, showing kindness and consideration for each other. The childminder and her assistants offer lots of encouragement and praise. This motivates children and helps them to recognise that they are behaving in the right way. For example, an assistant reminds children to say 'excuse me' when they want to go through the same space as others. Children gain a good awareness of self and how they feel. For instance, they show how they are feeling by holding their thumbs up or down. They are encouraged by an assistant to talk about why they are feeling this way. This enables children to develop an understanding of their own emotions.

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

- Children develop a love of books. The childminder and her assistants capture children's interest in stories and they read in an expressive way. Children repeat familiar phrases and copy words, demonstrating good memory skills. They use good vocabulary, which helps to prepare them with many of the skills they need for their next stages of their learning.
- The childminder and her assistants know the children well. They identify appropriate next steps for children. However, they do not consistently challenge children's thinking and learning during their play, to make the most of every learning opportunity, and take children's learning beyond what they already know and can do.
- Children demonstrate their mathematical skills. They count their steps and jumps as they complete an obstacle course. The childminder and her assistants provide children with a range of writing options to practise their mark-making skills. Children happily show they can write their first names and identify letters as they chalk and paint. This supports their literacy development.
- Babies gain confidence in their physical development. For example, they pull themselves up to standing and sit and balance. All the while, the childminder and her assistants remain close by to ensure babies are safe. Babies enjoy activities such as exploring cereals and painting. This aids their sensory explorations.

- The childminder and her assistants support children to become independent in their care and learning. Children find their own shoes in preparation for going outside. They know to wash their hands after outdoor play and toileting.
- Children have opportunities to learn about their local community. For example, they visit the local school's forest school space, which parents also appreciate. Children learn how to behave, keep safe and follow instructions well. For instance, walking up the lane, children develop their understanding of road safety.
- Children are well behaved. They are polite and well mannered. Children show good levels of cooperation with each other and know the routines well. For example, they help to tidy away the toys. The childminder and her assistants help children to understand the behaviour of others. For instance, they explain what children are doing in their game and help set up another area of play.
- Parents are happy with the care their children receive. They know what their children are doing and their next steps in learning, and how they can support them to learn at home. The childminder liaises with outside professionals effectively, helping to support children and their families.
- The childminder is enthusiastic and committed to improving her and her assistant's knowledge with training and qualifications. She reflects on the quality of the provision regularly and provides her assistants with supervision meetings.
- Assistants say they feel valued and are happy in their role. They are well organised and supervise children in all areas. The childminder monitors children's progress well. She is passionate about providing quality care and learning for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants can confidently recognise the signs that may suggest a child is at risk of harm in their home or community. They know the local referral procedures to follow if they are concerned about a child. They understand the procedure to follow if there are any allegations raised against them or other persons around children in their care. The childminder and her assistants complete regular visual risk assessments of her home and when taking children on outings. This helps to ensure that children are kept safe 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:

- develop knowledge further of how to challenge and extend children's learning, to support them to make the best possible progress.

Setting details

Unique reference number	EY489141
Local authority	York
Inspection number	10289055
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 10
Total number of places	12
Number of children on roll	30
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Earswick, York. She works alongside assistants every day, one of these holds an appropriate early years qualification at level 3. The childminder holds an appropriate early years qualification at level 3. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Caroline Stott

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 her setting.
- The childminder explained how she organises her setting and the play and learning experiences she provides for children.
- The inspector viewed all areas of the premises used by children. She observed the quality of education 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 the suitability checks of all adults living and working on the premises.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The childminder held various discussions on subjects, such as her and her assistant's professional development and discussed self-evaluation.

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 2023