

# Childminder report

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Inspection date: 30 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children are safe and secure in this welcoming environment. They are very happy and enjoy a wide range of experiences that have been well planned to help them to learn and develop. Children can choose what they want to do and help themselves to the resources on offer. Furthermore, they are confident to make suggestions about their play to the childminder. For example, children take part in a planned activity to find the letters of their name hidden in coloured pasta and rice. They then express their desire to use the pasta and rice in the play kitchen.

Children develop close bonds with the childminder, who is kind and nurturing. They enjoy sitting close to the childminder. Children listen to stories and talk about their experiences in the setting and at home. They are well behaved and know what is expected of them. The childminder speaks to children with respect. This encourages them to do the same to others. As a result, children form close friendships with each other and share resources well. The childminder values the ideas and opinions of children and takes account of these when planning activities. Children engage well and make good progress in their learning.

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

- The childminder provides a balanced and sequenced curriculum to build on what children know and can already do. The childminder focuses on developing children's social, physical and communication skills. There is also an emphasis on early mathematics. She tracks children's learning to ensure that they make the progress they are capable of. The childminder reflects on where children are in their learning to close any gaps in development and plan for their future learning.
- Children are encouraged and supported to be independent. This helps them to develop their confidence and self-esteem. For example, children spread butter on their toast at snack time. They attempt to cut the toast into rectangles, triangles or squares. Children freely access their own water bottles, and they learn to independently use the bathroom and wash and dry their hands.
- Children are confident. They are supported by the childminder, who encourages their interactions and skilfully asks open questions. Children talk about what they enjoy doing and engage in meaningful conversations with the childminder and visitors. However, occasionally the childminder allows most-able children to answer questions quickly. This impacts on children who take longer to process their thoughts before answering. Children display good speaking and listening skills.
- The childminder includes early mathematical learning into children's play. Children happily spend time playing with play dough. They make cakes and biscuits with the dough. The childminder incorporates size and shape into her

questioning. For example, children can identify which is the big cake and which is the small cake, and they make triangle, square and circle biscuits. Children are confident in their ability to count, and with support from the childminder, they are developing their skills in recognising numerical digits.

- The childminder reviews her practice and provision and the progress that children make. She undertakes further training, which she feels will further support the needs of the children in her care now and in the future. For example, the childminder is undertaking an eight-week speech and language course to develop her already good skills even further.
- Relationships with parents are strong. Parents praise the good communication and enjoy receiving lots of photos and regular updates about their children's progress. They describe the childminder as approachable and would recommend the care she provides. Parents say the childminder supports children to thrive and learn and is proud of what children achieve in her setting.
- Children enjoy a range of healthy meals and snacks while in the childminder's care. Mealtimes are a social occasion when children sit together and build on their social skills. Children replicate healthy food options as they imitate making salad wraps in the play kitchen. Children have many opportunities to develop their physical skills as they visit parks, local nature reserves and community groups.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are the utmost priority for the childminder. She uses risk assessment effectively to keep children safe from harm, for example, external doors are locked when she is caring for children. The childminder has a secure knowledge of how to safeguard children. She understands the local safeguarding partnership's procedures for reporting concerns about children's welfare and potential allegations made about her practice. The childminder maintains her knowledge through regular training. Policies and procedures are freely available and shared with parents. The childminder maintains her first-aid certificate and ensures that suitability checks are carried out for adults in the home.

## What does the setting need to do to improve?

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

- ensure that children who take longer to process their thoughts and ideas are given the time they need to share their thinking.

## Setting details

<b>Unique reference number</b>	EY444056
<b>Local authority</b>	York
<b>Inspection number</b>	10259402
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	26 September 2022

## Information about this early years setting

The childminder registered in 2012 and lives in the Skelton area of York. She operates all year round, from 8am to 5pm, Monday to Friday, 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

Lindsay Dobson

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the views of several parents during the inspection.

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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