

Childminder report

Inspection date: 30 October 2019

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder and assistant are committed to providing children with a welcoming and nurturing environment where they feel secure and flourish. The environment is organised to encourage children's natural urge to explore. Older children are highly motivated to select toys and resources on offer and are confident to follow their own interests. Babies happily explore and pass toys to the childminder and assistant to engage them in their play. The childminder and assistant are very able in anticipating children's needs, which helps children to feel safe and cherished. For instance, they instinctively recognise when children want to go to sleep and snuggle babies in closely before settling them comfortably.

Children have many opportunities to develop their social skills as they learn about their local community and places further afield. They take part in many community activities where they meet local people, and visit places of interest, such as parks, woodland areas and the museum. The childminder and assistant use their observations and assessments to plan for children's future learning. They gather information from parents prior to children starting and use this to inform planning from the outset. The childminder and assistant have high expectations for all children and are committed to making their environment one in which children can make the best possible progress.

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

- Children's communication and language skills are well supported. The childminder and assistant get down to children's level as they talk to them. They pronounce words clearly, use different tones of voice as they speak and give children time to think before they respond. Children are encouraged to talk about past events and important people in their lives. For instance, children eagerly talk about the people in family photographs and describe the events happening at the time.
- The childminder is a skilful storyteller. She fosters children's interest in books as she brings stories to life with her enthusiasm and the use of props. Children eagerly join in with the actions and words of the stories, excited to use the props as the stories unfold. Older children show high levels of patience as they happily help younger children take part in the stories.
- The childminder and parents have a daily exchange of information regarding children's care and well-being. Parents speak highly of the childminder and assistant and are very complimentary about the service they provide.
- Children have many opportunities for physical development and are overjoyed in showing their skills in moving. For example, older children proudly demonstrate how they can hop on one foot and babies laugh delightedly as they practise their new-found walking skills.

- Children are provided with a wealth of opportunities to develop their mark-making and early writing skills. Older children are beginning to recognise letters in their name and eagerly point these letters out as they notice them around the environment.
- Children show high levels of respect for each other and happily play together, inviting other children into their play and sharing resources. They show their appreciation to the childminder and assistant for the praise that is given for their efforts and achievements. This helps to build children's self-esteem and feeling of self-worth.
- The childminder and her assistant work effectively as a team. They review their practice daily and regular supervision and appraisal meetings ensure her assistant has a good knowledge of his role. The childminder and her assistant have both completed training such as safeguarding, first aid and food hygiene. However, their programme for professional development is not highly focused on improving the overall quality of teaching.
- The childminder and assistant do not consistently use daily routines to develop children's self-help and self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a secure understanding of the various types and signs of abuse, and how to keep children safe from extreme views and behaviours. They know the procedure to follow should they have any concerns about the welfare of a child. Robust policies and procedures underpin every aspect of practice. The childminder and assistant ensure their home is secure at all times and any risk and hazards to children's safety are identified.

What does the setting need to do to improve?

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

- extend professional development opportunities to improve the overall quality of teaching and support children's achievements to the highest standards
- make full use of everyday opportunities and routines to help develop children's self-help and self-care skills further.

Setting details

Unique reference number	EY547590
Local authority	York
Inspection number	10123409
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in York. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 6. The childminder works with an assistant who holds a qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents and took account of parents' views through written feedback provided.

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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