

Childminder report

Inspection date: 22 November 2019

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

What is it like to attend this early years setting?

The provision is good

The childminder has worked to improve the quality of her practice since the last inspection. For example, she has sought advice from her local authority and attended some training. She also works closely with another childminder to review one another's practice and share ideas and knowledge. However, she has not shared all of her learning with her assistant.

The childminder has high expectations of children. She plans a good range of activities that help them to build on what they already know and can do. She shares key assessments with parents, who appreciate regular feedback about what their children are achieving. Parents describe her as 'warm', 'friendly', 'fun' and 'inspiring', and commend her for her 'zest' and 'energy'. They appreciate the guidance she offers them to support their children's development at home.

The childminder's friendly approach helps children to feel secure, happy and confident in her care. They are keen to join in activities and get excited during play. For example, they sing and dance along to familiar tunes. The childminder has effective procedures that help to ensure children's safety and good health. However, she does not consistently help them to develop an understanding of how they can keep themselves safe and healthy.

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

- The childminder has evaluated her teaching and undertakes appropriate professional development opportunities that help her to review and improve her provision. However, she does not share all new knowledge with her assistant in order to raise standards of care and learning even higher.
- The childminder observes children at play. She uses her findings to help her to support them to make good progress in their learning. She adapts her teaching and provides appropriate challenges for children's individual age and stage of development. For example, during role-play activities, she provides younger children with simple tabards. She provides older children with dress-up outfits with different fastenings and ties.
- Children become absorbed in stories and show very good listening and attention skills. This is supported by the childminder's enthusiasm and great expression when she reads. Children join in with familiar phrases and predict what will happen next. This helps to promote their early skills in literacy.
- The childminder helps children to make links in their learning and reinforce new skills. For example, they recall parts of 'The Hungry Caterpillar' story while they prepare fruit for their snack. The childminder weaves in mathematical skills, such as counting and comparing pieces of fruit. This contributes to children's developing understanding of numbers.

- Children's manners are exemplary. They are remarkably polite to the childminder and one another. The childminder's consistent and fair approach to managing their behaviour helps them to learn right from wrong.
- Children follow instructions and routines that promote their good health and safety. For example, the childminder tells them to wash their hands and to be careful while they dance around the room. However, the childminder doesn't always encourage children to think about the reasons behind these habits and behaviours. Children do not always understand how they can take some responsibility in keeping themselves healthy and safe.
- Children benefit from plenty of praise and attention from the childminder. They persevere at activities and show pride when they succeed. For example, they keep trying when they find it tricky to peel fruit.
- Children learn to consider the needs and feelings of others. For example, they include young babies in their play and chat to them to soothe them. At times, when children feel frustrated, the childminder reminds them to be kind to one another.
- The childminder has developed effective partnerships with staff from other settings that children attend. They use a message book to share information about children's learning and achievements. This helps them to provide consistent support for children. Staff have shared strategies for toilet training children successfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows about the different kinds of abuse that children can suffer from and how to identify those at risk of harm. She knows what to do if she is concerned about a child's welfare. The childminder shares her safeguarding procedures with parents and ensures they know how to share concerns. She is aware of the action to take if there is an allegation against herself or another adult. Children are supervised well in a safe and stimulating environment. The childminder and her assistant hold qualifications in paediatric first aid. This helps them to manage children's accidents and illnesses appropriately.

What does the setting need to do to improve?

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

- extend the improved programme for professional development to include assistants and help raise standards of care, learning and development to consistently higher levels
- provide more opportunities for children to develop an even greater understanding of ways to keep themselves safe and healthy.

Setting details

Unique reference number	EY403381
Local authority	York
Inspection number	10103678
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in York. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged two and three years old.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around her home and described the activities she provides to support children's development.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection. She also talked to children and took account of parents' views through written feedback provided.
- The childminder and inspector worked together to evaluate an activity.
- The inspector observed the childminder's interactions with children and assessed the impact on children's care, learning and development.
- The inspector looked at a sample of documents and talked to the childminder about leadership issues, such as self-evaluation and plans for professional development.

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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