

# Childminder report

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Inspection date: 4 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with a home-from-home family environment where they feel happy and safe. Children enjoy playing with toys that they are familiar with and find books that are of interest to them. This helps to provide them with a sense of security. Older children are very warm and understanding towards younger children and their needs. They display patience and kindness towards them. This contributes to a culture whereby all children feel respected. Children behave very well and display high levels of well-being.

The childminder gets to know children and ensures that activities are well matched to their interests. She combines this knowledge with her understanding of how children learn and plans experiences that stimulate them. For example, children use miniature wooden logs and wood slices to build bridges and towers for dinosaurs. This enables children to further develop their mathematical language linked to height and size.

The childminder is reflective and motivated. She works well with other local childminders to share ideas and improve her practice. The childminder involves parents and children in her evaluations. For example, she encourages them to contribute their views and suggestions.

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

- The childminder prioritises children's emotional well-being. She is keen to ensure that children receive the emotional support that they need to cope with events in their lives. Children learn skills to be able to deal with challenges. They display resilience and a can-do attitude in their play to prepare them well for the future. Children make good progress in the skills they need to secure their future learning and to help prepare them for school.
- Although the childminder undertakes some relevant training, she does not consistently ensure that her professional development is focused on the current needs of children in her care. The childminder supports children's communication skills effectively. She speaks clearly and uses repetition to help younger children start to pronounce letter sounds. All children are encouraged to listen to stories and enjoy joining in with actions and words. The childminder effectively identifies where children may have delay in their speech development and seeks support from other agencies. This helps to ensure that gaps are quickly addressed.
- Partnerships with other professionals are effective. The childminder communicates well with early years settings and local schools. Where children attend two settings, the childminder ensures she shares valuable information about their development to help establish continuity in their learning. The

childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry, tired or in need of a cuddle and responds well to their individual requirements.

- The childminder reflects on her practice. She provides parents with opportunities to share their views on the provision, such as by sending out questionnaires. This helps her to identify any areas for future improvement. Parents speak very positively of the care their children receive. The childminder is trialling new assessment methods to enhance her existing practice and to provide parents with even more information about their children's progress. However, she misses opportunities to suggest to parents how they could further support their children's learning and development at home.
- The childminder creates a warm, welcoming and homely environment that meets children's needs very well. She has well-established routines to help children feel safe and secure. Young children develop independence. They move around the child-friendly environment safely. The childminder is a good role model and she is kind and caring. Children enjoy snuggling up with her to play with the toys. Their behaviour is very good and they learn to respect others. For example, young children show they are quickly developing skills in sharing toys.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection procedures. She can identify when a child may be at risk and has a detailed safeguarding policy with relevant contact numbers she can access where necessary. Children are encouraged to keep safe within the environment, for instance by tidying toys away and sitting down when eating. The childminder ensures that her premises and gardens are secure.

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

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

- implement effective ways to help parents know how to build on their children's learning at home
- strengthen professional development opportunities to ensure these are linked to the current needs of children.

## Setting details

<b>Unique reference number</b>	EY372230
<b>Local authority</b>	York
<b>Inspection number</b>	10074099
<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</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	10 June 2016

## Information about this early years setting

The childminder registered in 2008. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sarah Kelly

### Inspection activities

- The inspector observed children's activities indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector discussed self-evaluation and identified priorities for improvement with the childminder.
- The inspector took account of the views of children and parents from the childminder's questionnaires.
- The inspector looked at a sample of the childminder's policies and procedures.

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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