

Childminder report

Inspection date: 8 January 2020

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

The provision is good

Children form confident relationships with the childminder. They are extremely happy and settled in her care and enjoy the stimulating activities provided. The environment is secure and safe, with a wide range of interesting resources for children to access freely. The childminder has high expectations for all children and is committed to making the environment one in which children can make the best possible progress. She is quick to adapt activities and areas of learning as she follows children's interests. Children are eager to participate in new activities and explore their surroundings with enthusiasm. They learn about the outdoors, nature and growing. They help to grow vegetables, and this encourages them to try new foods and increases their understanding of nature.

The childminder is an excellent role model. She is gentle, kind and respectful in her interactions. She is able to anticipate children's needs and helps children to feel secure in her care. The children are extremely well behaved and use good manners. They support each other when carrying out routine self-care such as washing their hands and putting on coats and shoes.

The childminder ensures children are emotionally and physically prepared for going to school and school nursery. She shares information with other settings. However, this is not always consistent.

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

- The childminder encourages children to have a go and try out new activities. She asks meaningful questions to test children's understanding. She provides a curriculum that is tailored to their individual learning needs and builds on their current interests.
- The childminder encourages language development through continuous discussion, relaxed chatter and the recollection of events. She provides new words to build on children's current vocabulary and extend their understanding. For example, children talk about their families and their experiences.
- The childminder enlightens children about healthy lifestyles and the importance of rest, being active and healthy eating. This encourages children to ask questions and develop their knowledge, and contributes successfully to their physical well-being. For example, children know that vegetables need sunshine and water to grow.
- On the whole, partnerships with other settings that the children attend are good. However, the childminder has not communicated with all settings to share information.
- The childminder encourages children to compare sizes and use positional language. This increases their early mathematical awareness, although regular

counting could be used more frequently.

- Children have the opportunity to mark make through play in sand, water and on chalkboards when outdoors. This encourages their finer movements and control. Children relish playing outdoors, where they have many opportunities to develop their physical skills. They experience challenge and risk when rapidly climbing the steps to the slide and climbing equipment.
- The childminder promotes children's independence, supporting them to attend to their self-care needs and make choices about what they want to play with.
- Partnerships with parents are positive. Parents value the education and care given to the children. They praise the lovely relationship between the childminder and the children, and the focus on nature. Parents value the daily exchange of information regarding children's care and well-being.
- The childminder assesses risks on the premises and takes action to minimise these. She views the environment from the floor to gain the children's perspective. She reminds children to move things, to keep them safe and prevent accidents.
- The childminder reflects on her practice and accurately identifies aspects of the environment she would like to improve. She seeks the feedback of parents to evaluate the service she provides and participates in regular training to contribute to her professional development.
- The childminder has a flexible settling-in procedure that meets the individual needs of children and parents. This enables children to feel confident and secure prior to starting in her care. In addition, she obtains information from parents, which ensures that children's routines can be followed and early observations are completed. The childminder assesses children's level of development and interests, and plans activities to incorporate these.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is secure at all times and any risk and hazards to children's safety are identified. She supervises children closely, particularly in the outside area. The childminder demonstrates a good knowledge of child protection issues, including wider safeguarding concerns. She participates in relevant child protection training and has a secure understanding of what to do if she is concerned about a child's welfare.

What does the setting need to do to improve?

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

- develop teaching skills to further enhance children's opportunities for everyday counting
- consistently share information with all other settings which children attend.

Setting details

Unique reference number	EY314230
Local authority	York
Inspection number	10067058
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 August 2015

Information about this early years setting

The childminder registered in 2005 and lives in York. She operates all year round from 7.15am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The inspector looked at the areas of the premises where childcare is provided and viewed the resources available.
- The inspector discussed children's learning with the childminder, following the observation of an activity.
- The inspector looked at a range of documentation, including policies and procedures, training records and self-evaluation.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the childminder's awareness and understanding of safeguarding.

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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