

Childminder report

Inspection date: 22 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is kind, friendly and welcoming. She provides a caring and nurturing environment, and children build strong attachments with her. On entry to her setting, she gains information from parents about children's care and learning needs. This enables her to plan appropriate activities for them from the outset. Children are happy, content and settled within the childminder's care. They show that they feel safe and explore with confidence. Children gain good social skills. For example, they happily take turns and share as they play well together. Children are polite and behave well. They gain a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines.

The childminder is highly effective in helping children to gain communication and language skills. She engages them in meaningful conversations to extend their speaking and listening further. For example, she repeats words and phrases and introduces new vocabulary during children's play. Toddlers respond with enthusiasm and chat with her.

The childminder has high expectations for all children, overall. She regularly shares information about children's development and activities with parents. Parents feel involved in their children's learning and comment that 'children thrive and teachers comment on children's literacy and numeracy development when they start school'.

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

- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through attending regular training and meeting with other childminders. She uses knowledge gained from training to influence her practice. After recent training on outdoor play, the childminder consulted with children and renovated her garden to create a various areas and planting.
- The childminder completes regular observations and assessments of children's learning and development. She uses this information to make plans based around children's interests. The childminder has efficient systems in place to identify and address gaps in children's learning. Overall, children make good progress for their age and stage of development in all areas of learning.
- The childminder helps children to prepare for school. She takes them to pre-school groups held in the school so that they become familiar with the environment. Children develop the skills they need for writing as they make marks and practise using their hand muscles to pick up small parts. The childminder encourages children to be independent from a young age. They are encouraged to develop self-care skills, such as putting their own coats and shoes on.

- The well-qualified childminder observes children closely during their play. She is quick to provide new ideas that help to build on children's current skills. For example, she builds on children's good use of tools during creative play. However, the childminder does not always maximise opportunities to provide extra challenge to build on what children can already do and extend their learning to the highest level.
- Books feature well in the curriculum and the childminder leads inclusive and interactive reading activities. Children show excitement during familiar parts of stories and show a good understanding when answering the questions the childminder asks. Some children have a real passion for books. They spend time selecting and looking through books and developing their stories. This helps to further enhance their good literacy skills.
- Children's behaviour is very good. The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions.
- Children are developing their mathematical skills well. They have regular opportunities to learn about numbers and shapes through play. This is demonstrated when children count up to five during stories. They recognise numbers and shapes and understand what happens to quantities when one is taken away.
- Children have good opportunities to be physically active and learn about healthy lifestyles. They regularly attend group sessions and access other community resources. Children enjoy taking part and meeting other children. This supports their self-esteem in new situations and increases their confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and keeps her knowledge of how to safeguard children up to date. She demonstrates that she has a secure knowledge of the signs that may indicate a concern for children's welfare. This includes knowledge around extreme views and other forms of abuse. The childminder's safeguarding policies reflect the relevant local authority safeguarding procedures to follow to report any concerns. She helps children learn how to keep themselves safe and take risks. She assesses her environment for potential hazards and addresses these promptly so children can play in safety.

What does the setting need to do to improve?

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

- develop opportunities to provide extra challenge for children and build on what they already know and can do, in order to extend their learning to the highest possible level.

Setting details

Unique reference number	EY255152
Local authority	York
Inspection number	10117344
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2003 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 is a qualified teacher.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector completed a learning walk. She observed the quality of teaching during activities indoors and outdoors, 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. 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 took account of the views of parents 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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