

Childminder report

Inspection date: 13 February 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

Children have a close relationship with the childminder and her assistant. The childminder has very secure procedures in place to support children when they first start in her setting. Children are encouraged to bring in special toys and objects from home, to help them to feel emotionally settled and secure. Children are happy and safe in the setting. Babies regularly run to the childminder for cuddles. They snuggle up close to her and thrive on the reassurance that she offers them. Babies have positive attitudes to their learning. For example, they relish exploring the high-quality resources that the childminder provides. Babies become deeply absorbed in exploration, such as placing objects into containers. The childminder encourages babies to explore musical instruments and the different sounds they can make. Babies delight in feeling the gentle vibrations from the strings of a guitar as it is gently strummed by the childminder. They enjoy exploring cause-and-effect toys; they press the buttons to make sounds and develop an early understanding of using technology. Babies develop skills to support their early literacy. For instance, they curiously explore books and turn the pages with interest. Babies delight in making animal sounds from the images they recognise in the books.

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

- The childminder uses her accurate observations and assessments to provide well-planned activities that encourage children's learning effectively. She plans stimulating experiences that link well to children's interests and next steps in learning. For example, she offers babies good opportunities to explore different textures using their senses.
- The childminder has a good understanding of how to support children's learning, for example by playing alongside them and helping them to explore. She knows when to sit back and allow babies time to explore at their own pace. Additionally, she knows when to join in with their play to enhance their learning experiences and promote young children's curiosity.
- Partnership with parents is a particular strength. The childminder involves parents in their children's learning. For instance, she keeps parents informed about their children's progress and what they need to learn next. The childminder encourages parents to share regular information about children's learning experiences from home by using 'out and about with family and friends' books. The childminder uses this information well to plan for children's learning to help them to make good progress.
- The childminder helps children to develop an early understanding of mathematics. For example, babies learn about number as the childminder models using number language as children shake musical instruments.
- The childminder monitors children's learning and development well, and she quickly acts when there are concerns about a child's development. She knows

how to find appropriate support from other professionals, if necessary, to help all children to make good progress.

- The childminder offers good support for children who are learning English as an additional language. For instance, she learns words from children's home languages. The childminder ensures that she has dual-language storybooks in her home so that children can see their home language in print.
- The childminder plans frequent outings to places of interest to promote children's knowledge of their local community. However, there are fewer opportunities for children to enjoy experiences that promote an understanding of people, families and communities beyond their own.
- Children behave well. The childminder and her assistant engage with them in play to help them to learn to share and take turns with toys. She offers praise and encouragement to children and they develop good levels of confidence and self-esteem. The childminder provides children with regular opportunities to extend their social skills and develop their confidence with other groups of children.
- The childminder establishes very strong partnerships with other early years providers. She has established very effective relationships with teaching staff at the local school. Children are well supported as they make the transition on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding about the signs that may cause her to be concerned about a child's welfare. She is clear about the procedures to follow to raise safeguarding concerns to the relevant authorities should she need to. The childminder and her assistant keep their knowledge up to date and regularly complete safeguarding training. They have updated their training, including about wider issues, such as radical and extreme views and behaviours. The childminder's effective implementation of her up-to-date policies, procedures and risk assessments ensures the safety of children in her care.

What does the setting need to do to improve?

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

- develop the curriculum to provide more experiences for children that promote an understanding of people, families and communities in the wider world.

Setting details

Unique reference number	321264
Local authority	York
Inspection number	10117281
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	12
Number of children on roll	15
Date of previous inspection	13 January 2014

Information about this early years setting

The childminder registered in 1996 and lives in Elvington, near York. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works with an assistant. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

June Robinson

Inspection activities

- The inspector discussed children's learning and progress with the childminder, including their next steps in development and interests.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint observation of an activity was completed with the childminder.
- A range of documentation was looked at by the inspector, including children's development records, evidence of suitability, and policies and procedures, such as safeguarding and risk assessment.
- The inspector spoke with the childminder, her assistant and children at convenient times during the inspection.
- The inspector took account of the views of parents.

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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