

Childminder report

Inspection date: 24 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they are happy and safe in the childminder's care. They smile and giggle when they play in the garden. Less-confident children are helped to settle and feel secure by the attentive and caring childminder. Children are inquisitive and curious about the toys and experiences that the childminder provides. They select toys independently and enthusiastically join in planned activities that interest them.

Children who are learning English as an additional language rapidly learn to speak English. They interestedly ask questions such as 'what is that?' The childminder encourages children's speech and helps them to learn new words when she frequently names items. She celebrates children's home languages. For example, children sing songs and rhymes in German. They listen to Hungarian folk songs that parents record. This helps children to understand what makes them special. Children learn to value and respect their own and others' cultures, languages and identity.

When the setting closed, due to the COVID-19 (coronavirus) pandemic lockdown, the childminder continued to communicate with families by using the internet. The childminder sent videos to children of herself reading stories and singing songs and rhymes. Parents comment positively on this support. They say that it helped them to continue to support their children's learning during the lockdown.

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

- Children snuggle closely as they listen to the childminder reading their favourite stories. They excitedly join in saying phrases from stories they know well. The childminder talks about the pictures and asks children what the characters might be feeling. This helps children to develop their understanding of stories and learn to concentrate.
- Children learn to listen intently and follow a recipe with the childminder as they make dough. They develop the muscles in their hands as they mix ingredients and knead the dough. Children are curious to find out how to make 'sausages' out of the play dough. They peer intently inside the machine to find out how it works. Children learn the names of the ingredients and how to carefully measure amounts. They learn mathematical vocabulary as they shape the dough. For example, the childminder teaches children to make a 'sphere' shape.
- Children develop their large-muscle skills as they zoom on the balance bike, run and jump in the garden. Children benefit from plenty of exercise as they walk to school and go on regular outings to the park and woodlands. The childminder talks to children about healthy eating as she prepares food and eats with children. This helps children to learn about nutritious food choices. The

childminder encourages children's independence skills. Children are learning to manage their own personal care needs, such as using the potty. The childminder continues to reflect on how she can support children to learn about hygiene practices, such as handwashing.

- Children independently select toys and develop their imaginations in creative ways when playing. They learn to share and wait patiently for their turn when supported by the childminder during planned activities. However, the childminder does not consistently provide the same level of support for children during their chosen play. This means that sometimes children do not play together as well as they might.
- The childminder has a clear view of what she wants the children to learn and experience during their time with her. She assesses children's learning and development accurately and uses this information to plan meaningful activities. She has high expectations of children's learning and development. Children make rapid progress, particularly in their speaking.
- Partnerships with parents are good. The childminder shares information with parents about their children's progress. For example, she shares a summary of the progress check for children aged between two and three years. The childminder shares information about the activities that children have experienced each day through an online application. Parents are delighted when their children tell them what they have learned at the childminder's home.
- The childminder is alert to children's additional needs and seeks advice from specialist teachers when the situation arises. She works sensitively with parents when highlighting children's needs. The childminder signposts parents to external professionals, should additional support be required.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of safeguarding and child protection. She is aware of the different signs of abuse and neglect. The childminder has developed safeguarding policies to support her work. She knows how to report any concerns to the appropriate authorities should she become concerned about a child's welfare. The childminder keeps up to date through training, reading and referring to the local safeguarding partnership's newsletters and website. She ensures that her house and garden are secure and safe for the 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:

- provide children with more support during their child-initiated play to develop their understanding of sharing and taking turns
- support children's understanding of good hygiene practices, such as

handwashing.

Setting details

Unique reference number	EY561352
Local authority	York
Inspection number	10190912
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in York. She operates all year round from 7.30am to 9am and 3pm to 5.30pm on Wednesday, and from 7.30am to 5.30pm on Thursday and Friday. The childminder provides funded early education places. She has an early years qualification.

Information about this inspection

Inspector
Ruth Mason

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector had a learning walk and discussed the childminder's intentions for children's learning.
- Children spoke to the inspector about what they like to do at the setting.
- The inspector observed the childminder deliver a planned activity and discussed children's learning.
- Parents shared their views of the setting with the inspector. The inspector took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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