

Childminder report

Inspection date:

24 September 2021

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 show that they feel confident, happy and secure in this warm and welcoming home. They receive dedicated support from the patient childminder, who shows a good knowledge of child development. The childminder plans an effective curriculum that takes into account children's interests. She has clear intentions for children's learning and implements these well. For example, the children delight in using the accessible bird feeders. They discuss with the childminder which birds may like to visit the garden to eat the seeds and nuts.

Children's behaviour is excellent. They have strong knowledge of the rules of the setting and why they are in place. For example, they respond to the childminder's gentle reminders to tidy away toys before selecting new ones. This helps children to understand how to keep themselves safe. Children show very good communication and language skills. They spontaneously use good manners, such as please and thank you. The childminder promotes children's independence well. She encourages children to put on their own shoes and coats, use the toilet independently and wash their hands. This supports children to develop good self care skills.

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

- The childminder has not maintained a valid paediatric first-aid qualification. COVID-19 (pandemic) restrictions mean that she was not able to attend face-to-face training. That said, she has a place booked on the first available course in the coming weeks. The childminder is confident that she is able to respond to emergencies. This helps to minimise the risk to children.
- Children learn about the importance of leading a healthy lifestyle. They regularly engage in baking activities, which help to strengthen this understanding further. For example, they excitedly recall the 'delicious' fruit crumble they had made. Oral health is supported. Children learn how to brush their teeth after meals and snacks.
- Parents comment positively about the childminder. They talk about how they 'couldn't be happier' with the care that she provides. They enjoy the photographs and videos the childminder shares with them.
- Children go on frequent trips to local parks, visit friends and the farm. These experiences help children to learn about the world around them. Children talk about their memories with joy. They learn about some of the similarities and differences between themselves and others. However, the childminder has not considered a range of other ways to help children's understanding of diversity, particularly with regard to people and communities that differ from their own experiences.
- The childminder encourages children's love of books. She uses puppets to bring

stories to life. Children join in with repeated words, such as 'Mirror, mirror on the wall'. This supports children to develop their communication and language skills.

- The childminder follows children's interests. For example, she ensures that mark making and creative materials are readily available. Children follow instructions when the childminder asks them to use the paintbrushes and paint. This supports children to concentrate well. However, the childminder does not always make the most of every opportunity to allow children to explore their own ideas. For example, such as wanting to mix the paint colours.
- Children are particularly fond of the childminder's pet cat. They show high levels of care towards her. They are supported well to understand the importance of good hygiene routines. Children ensure they wash their hands after touching the cat and before mealtimes.
- The childminder naturally weaves singing and nursery rhymes into a range of activities. Children listen with delight and excitedly join in with their favourite songs. This helps to increase their listening and communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge and understanding is kept up to date through regular training. She knows what to do if she is worried about a child's safety or welfare. She is aware of the signs and symptoms which might indicate a child is at risk of abuse and neglect. She has clear policies and procedures to follow, which include relevant details of agencies to contact. The childminder has considered the impact of not having a valid first-aid qualification and ensures that the environment is safe and secure. She conducts risk assessments of her home to help identify and minimise hazards.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
complete an appropriate paediatric first-aid course.	28/02/2022

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

- build on children's natural curiosity during art and craft activities to enable them to fully explore their own ideas
- provide more opportunities for children to learn about people and communities

beyond their own to broaden their understanding of diversity.

Setting details

Unique reference number	321383
Local authority	York
Inspection number	10067050
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 November 2015

Information about this early years setting

The childminder registered in 1999 and lives in Huntington on the outskirts of York. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Claire Crumpton

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector spoke to parents via a telephone call.
- The inspector sampled various documents, including the validity of the childminder's paediatric first-aid qualification and public liability insurance.

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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