

Childminder report

Inspection date: 12 October 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

The childminder provides a welcoming and safe environment. Children are happy to be in her care. Due to the COVID-19 (coronavirus) pandemic, parents now drop children off outside the front door. However, children settle quickly. The childminder organises the environment to meet the needs of the children she cares for, and to promote their independence and individual interests. She has high expectations for children's behaviour. The childminder is a positive role model and supports children to be kind and respect others. Children behave very well. They learn to share and take turns. Children form friendships with each other and develop their social skills.

Children are confident and make choices about what they want to play with or do. They develop their early literacy skills well and talk with increasing fluency. For example, children share their knowledge and ability to remember what they have learned as they correctly name dinosaurs. Children thoroughly enjoy listening to stories and songs. They pay attention when the childminder provides a wide range of props and musical instruments to bring stories to life. Older children repeat words and phrases as she reads. This helps to promote children's literacy skills. Younger children move their bodies as they take part in action songs, which supports their physical development. They move their arms and hands and follow instructions from the childminder.

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

- The quality of the education is very good. The childminder knows what children's starting points in learning are. She is clear about what she wants children to learn. The childminder plans suitable activities and monitors children's progress effectively. She uses the information to plan further learning experiences. Children demonstrate positive attitudes to their learning and make good progress. However, the childminder does not consistently make the best use of her garden to support the learning and development of those children who prefer to learn outdoors.
- The childminder teaches children early mathematical concepts well. Children are enthusiastic mathematicians and beam with pride as they learn to match and count various objects together, such as toy cars. However, occasionally, the childminder does not provide enough opportunities for children to complete the activities in their own time.
- Children learn about the differences between themselves and others. They attend local drop-in groups, and learn to play in and among larger groups of children. Children have many opportunities to learn about the natural world. For example, the childminder takes children on outings to places such as the nearby woods. Children hunt for bugs with magnifying glasses. They eagerly talk at

length to the inspector about tadpoles and how they change into frogs. The childminder understands how these enriching opportunities contribute to deepening children's experiences of the wider world.

- The childminder gathers evidence from parents and other settings that children attend, to support her own observations and plan for any gaps in children's learning. Parents' written comments state that the childminder contributes significantly to helping their children to make good progress, including in their speech and social skills. Children are motivated learners and are developing key skills in readiness for their future learning.
- The childminder encourages children to develop their independence and good self-help skills. Children help to tidy the toys away. They take off their coats and shoes and put them away when they come indoors. Older children deepen their skills as they use a knife to cut fruit at snack time. The childminder gently encourages children's efforts and provides lots of praise when they succeed. She ensures that children understand about leading a healthy lifestyle. The childminder makes sure that children's packed lunches are healthy. She shares information about good eating habits with parents.
- The childminder demonstrates a genuine enjoyment of her work. She reflects on her practice and evaluates the effectiveness of her setting. She makes plans to improve her setting for the benefit of the children in her care. The childminder undertakes regular training and research. She seeks out training that is relevant to her practice, such as supporting infants' well-being and providing an enabling environment for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in protecting children from harm. She recognises the potential signs and symptoms of abuse and understands the local procedures to follow if she needs to seek further help or report any concerns. The childminder has detailed policies and procedures which underpin her good practice. She ensures that children are able to play in a safe and secure environment. The childminder successfully uses risk assessments to identify any potential hazards and minimise risk. Children learn to identify risks and manage them, for example road safety. This has a positive impact on children's safety and well-being.

What does the setting need to do to improve?

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

- provide more opportunities for children to explore and learn at their own pace
- continue to plan an effective curriculum, with particular reference to the garden, for those children who prefer to learn outdoors.

Setting details

Unique reference number	EY555232
Local authority	York
Inspection number	10174560
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Acomb, York. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Shirley Maynard

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 their evaluation of the setting.
- The childminder and the inspector had a learning walk to discuss all areas of the setting and to understand how the early years provision and curriculum are organised.
- The inspector observed a range of activities and evaluated the impact of the quality of education on children's learning.
- Documentation was looked at by the inspector, including children's records, safeguarding policies and the childminder's training certificates.
- The inspector interacted with the children. She took account of parents' written views about the setting.

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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