

Childminder report

Inspection date: 10 November 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children confidently leave their parents at the door and come into the setting happily on their own. They follow well-established routines, such as taking off their coats and washing their hands as they arrive. Older children use the self-registration board and move their name card into the space to show that they are here. Children move quickly and eagerly on to familiar activities. For example, older children know where their favourite resources are. They climb up to the table to draw pictures and make marks. Children use natural resources and interesting tools, such as magnifying glasses and microscopes to explore the texture of leaves, looking closely at each one in detail. For example, children are supported by the childminder to count the veins in each leaf looking at how they are all different. They use colour charts to match the many different shades of autumn objects in the tray. Younger children use the tray to steady themselves as they become confident in cruising around the furniture. They bang pine cones together, listening to the sounds that they are making. They pass objects to others to share their interests and show them that they want to 'talk'. Children take part in regular activities with the childminder outside the setting. They attend playgroup and forest school sessions in the local community. This helps children to socialise with children in larger groups and build confidence in new situations.

Following the COVID-19 pandemic, the childminder has reflected on the changes she made to ensure the smooth and safe running of the setting. As a result, many changes remain in place. For example, the main play room has a reduced number of resources for the children to choose from. The childminder now finds that the children use the space and resources more constructively and with greater purpose.

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

- Children play alongside each other harmoniously and they behave well. Older children take account of the needs of younger children including when they come into their play space. They are calm with the younger children and follow the childminder's lead, as she models how they can play side by side with the same resources.
- The childminder uses stories as a stimulus for many different activities. For example, older children use paint to recreate scenes from familiar stories while younger children explore the paint with their hands and make marks on paper. She effectively adapts the curriculum to meet the needs of all children.
- Children have adapted to changes, such as drinking water as a healthy alternative. They also enjoy 'sugar swaps' as the childminder promotes healthy eating. The childminder supports parents as to how they can reduce their children's sugar intake in line with NHS guidance.

- The childminder consistently uses high-quality teaching as she supports children's play and learning. She constantly talks to them, asking effective questions and talking about what they are doing. This supports children's understanding and helps them to concentrate for longer periods of time. This is something that parents say they also notice at home.
- Children benefit from a wide range of resources and activities. They access familiar activities, stories and resources in different ways, both in the indoor and outdoor environment. This gives them lots of time and opportunities to learn, practise and remember new skills.
- Parents talk about the warmth and sensitivity that the childminder shows towards their children. Special events and important times in the life of each child are carefully considered. Parents know that their children are happy, safe and secure in the childminder's care.
- The childminder keeps up to date with developments in early years policy and practice. She shares ideas and new learning with fellow childminders, who she regularly meets with. This helps her to review and reflect on what is working well and what improvements she would like to make to develop her provision even further.
- The childminder uses her observations and assessments to plan activities that build on what children already know and can do. She uses the indoor and outdoor environment well to support children's physical skills. This encourages children to take risks and practise new skills safely.
- The childminder recognises when children have delays in their speech development. She uses resources and seeks advice from her local authority advisors and makes referrals where needed. However, the childminder has not fully considered ways she could work even more effectively with professionals also involved with children, to optimise their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding and promoting the welfare of children. She has a good understanding and thorough knowledge of the local procedures to follow if she has concerns about a child in her care. Parents are fully informed about the childminder's safeguarding policies and procedures. She sensitively supports families when they are experiencing difficulties and finds ways to overcome any potential barriers to children's regular attendance.

What does the setting need to do to improve?

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

- work even more closely with other professionals to support the health, well-being and development of all children.

Setting details

Unique reference number	EY557386
Local authority	York
Inspection number	10190100
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	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2018 and lives in the City of York. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jill Roberts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about her intentions for children's learning as they looked around the setting.
- The inspector talked to the children during the inspection and talked to them about what they were doing with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder and the inspector jointly evaluated children's play and learning.
- The inspector looked at a range of documentation provided by the childminder.

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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