

# Childminder report

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Inspection date: 15 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 settle well and are safe in the childminder's home. They are confident and make choices about what they want to play with or do. Children smile with obvious happiness as they play and interact with each other. The childminder encourages children's emerging language well. Children are making excellent progress in their speaking skills. They eagerly talk about their lives, families and the activities they enjoy. The childminder and her assistant join in with children's conversations, skilfully modelling and repeating words back. The childminder has high expectations of children's behaviour. She sets a good example through her gentle manner. Children behave very well and listen, and respond well to the childminder and her assistant. They use good manners and demonstrate respect for each other.

The childminder has a good knowledge of child development and knows how children learn. Children benefit from a well-thought-out curriculum that is closely linked to their individual interests and learning needs. They are motivated to learn and explore. This helps children to make good progress in their individual learning. Children have many opportunities to learn about and engage with the natural world. For example, the childminder and her assistant take children to visit the allotment to gain first-hand experience of growing vegetables and nature. Children confidently tell the inspector about the life cycle of a caterpillar and how they change into butterflies.

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

- The childminder builds strong relationships with children and their families. She knows about children's prior achievements and interests. The childminder regularly checks what children know, understand and can do. She uses this information to plan activities to help children to make progress.
- Younger children develop good hand-to-eye coordination. For example, they learn how to match puzzle pieces. Children excitedly take part in group messy-play activities. They use a range of resources to strengthen their hand muscles and dexterity in preparation for early writing. Children gain a love of books from a young age and are encouraged to join in with key phrases. This helps to promote children's literacy skills.
- Children are given many opportunities to develop their independence. They are encouraged to make choices about how they spend their time, and given opportunities to make decisions within adult-led activities. Children are confident at putting on their coats and boots before going outside. This helps to prepare children well for the next stages of learning and their eventual move on to school.
- The childminder captures opportunities throughout the daily routine to encourage children to count, recognise numbers and solve problems. Children

are enthusiastic mathematicians. Even the youngest children join in and beam with pride as they count how many blocks are in the tower. This helps to build children's positive self-esteem and confidence.

- Children have plenty of fresh air and physical exercise. They talk with excitement about jumping in muddy puddles and their visits to the woods. Children use mirrors to explore what their faces look like when they feel happiness, sadness and excitement. These experiences help to develop children's personal, social and emotional development.
- Children learn about their local community and proudly take part in tasks. For example, they collect food for the local foodbank. The childminder plans activities so that children can learn about other cultures. Children regularly find out about different festivals during the year. They access resources which contain positive images, such as books about different cultures.
- The childminder works in partnership with parents. She shares information each day with them about their child's learning and achievements. Parents comment on how happy their children are. They state that their children have grown in confidence since being in the childminder's care.
- The childminder regularly reviews her practice. She encourages parents and children to share their views about her setting, so they have a voice in her setting. The childminder and her assistants attend mandatory training to keep their knowledge current and up to date. However, the childminder has not established a targeted programme of professional development in order to raise her teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can clearly explain her understanding of how to safeguard children. For example, she knows the signs and symptoms of abuse and how to identify children that may be at risk of harm. The childminder knows how to report concerns about children to relevant agencies, to maintain their overall welfare. The childminder closely supervises children as they play. For instance, she teaches them how to keep themselves safe when using resources and how to assess their own limitations. The childminder demonstrates her understanding of the requirement to monitor the work of any assistants to ensure that they understand their role and responsibilities.

## What does the setting need to do to improve?

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

- refine the programme of professional development, to raise the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY347005
<b>Local authority</b>	York
<b>Inspection number</b>	10073839
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	29 March 2016

## Information about this early years setting

The childminder registered in 2007 and lives in York. She operates all year round from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Shirley Maynard

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 completed a learning walk across all areas of the setting to understand how the early years provision and curriculum is organised.
- The inspector observed a range of activities and evaluated the impact of the quality of teaching on children's learning.
- Documentation, including children's records and safeguarding policies were looked at by the inspector.
- 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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