

# Childminder report

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Inspection date:

6 December 2021

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|------------------------------|-------------|
| <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 show enjoyment throughout their day and are happy, confident explorers. They participate in a wide range of activities, which the childminder prepares based on their interest and preferences. For example, young children show excitement as they explore foam in the tray outside. Older children work together imaginatively to make a 'picnic tea' and serve lemonade and cakes. The childminder has high expectations for all children. Overall, she offers a broad curriculum and children have fun as they learn new skills. For example, children show increasing levels of concentration and perseverance as they decorate dough with sequins and glitter. Older children develop good mathematical skills and accurately talk about size, shape and how many.

During the COVID-19 pandemic, the childminder maintained contact with families and regularly provided activities for children to enjoy at home. This helped to maintain communication and reduce anxiety for children. The childminder offered a slow and gradual return for children, particularly to support those who had lost confidence and felt worried. This was highly effective and has had a positive impact on their personal, social and emotional development. Partnerships with parents are a key strength for this setting. The childminder shares and gathers information continuously, which helps her meet children's individual needs effectively.

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

- Children are effective communicators. The childminder uses a range of skills to help children hear new words and extend their vocabulary. For example, young children wait for her to get the Christmas song bag out and show delight when they pick out the star. Older children choose stories and lift the flap to show younger children. They use language effectively to communicate their needs and negotiate sharing during their play.
- The childminder uses assessment effectively to identify children's strengths and areas where they need further support. She understands the importance of closing gaps in their learning and knows how to contact other professionals to access support. The childminder works in partnership with parents to support children to make progress. For instance, they discuss how to carefully and sensitively provide narrative for children to help them say key words and model correct pronunciation.
- Children's behaviour is very positive. The childminder is an excellent role model and helps children to build good social skills. She provides clear boundaries, which children follow consistently. Children show kindness towards each other and are exceptionally well mannered. They share and take turns with minimal support. The childminder regularly praises children and helps them to build good levels of self-confidence and self-esteem.

- The childminder uses spontaneous opportunities to extend children's learning. For instance, as older children play, she models mathematical language to introduce numbers and sizes. Snack time is used effectively to develop children's small physical skills and their understanding of safety as they chop vegetables. However, during planned activities, the childminder loses focus on children's individual learning goals and, occasionally, her teaching has less impact.
- Children learn how to take an active part in their own self-care and understand how to live a healthy lifestyle. The childminder regularly encourages them to be active and enjoy fresh air outdoors. Young children begin to learn how to use the toilet and older children show high levels of independence as they wash their own hands. Parents are particularly happy with how well children develop 'life skills' and feel they are 'well prepared for the next stages in their learning as they grow up to be happy, caring and independent'.
- The childminder is proactive in enhancing and maintaining her skills and knowledge to work with children. For example, she regularly attends online sessions to find out about best practice. Recently, the childminder has worked hard to follow children's lead and teach through their play. This has had a positive impact on their ability to be independent learners. The childminder is currently researching specific training opportunities to tailor her support for children even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and protect them from harm. She is very knowledgeable about safeguarding issues, including county lines and potential signs of neglect. The childminder knows how to record and report concerns to other relevant professionals, including any serious incidents and allegations. She regularly refreshes her first-aid training and completes specific risk assessments. This helps her to deal with medical emergencies swiftly and keep areas safe for children in and out of the setting. During the pandemic, the childminder developed thorough procedures for handwashing and the drop off and collection of children. Families continue to follow these procedures to help keep everyone safe and try to minimise the spread of the virus.

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

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

- focus teaching more sharply on relevant areas of the curriculum, specifically during planned activities, to help children make the best possible progress
- access professional development opportunities which enhance specific teaching skills to support children even further.

## Setting details

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| <b>Unique reference number</b>                     | 321230  |
| <b>Local authority</b>                             | York  |
| <b>Inspection number</b>                           | 10067076  |
| <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> | 2 to 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 4   |
| <b>Date of previous inspection</b>                 | 9 February 2016   |

## Information about this early years setting

The childminder was registered in 1990 and lives in the Acomb area of York. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

### Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector, indoors during planned activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The childminder obtained written feedback for the inspection.

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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