

Childminder report

Inspection date: 19 January 2022

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 develop secure relationships with the childminder, who is caring, friendly and nurturing. They make independent choices about what they want to do. Children confidently explore the well-resourced environment. They are friendly, use good manners and behave well. The childminder is a positive role model, and her expectations for every child's behaviour are high. During activities, such as small-world play, she joins in children's play to model positive behaviour. Children learn how to share, to take turns and to cooperate during their play.

Children develop good speaking skills. They talk confidently about their experiences, including a recent visit to the railway museum. Children enthusiastically tell the childminder that they went on the train and discuss the train they saw. The childminder listens with interest and values what children have to say. Children know how to tidy up and understand why this keeps them safe. Children feel safe and secure with the childminder. They are confident to ask for help.

Children demonstrate a positive attitude to their learning. The childminder makes sure that children successfully develop the skills for the next stage in their development. For example, children make independent choices in their play. They have excellent communication and language skills and develop their mathematical knowledge during their everyday play. Children show good levels of determination and perseverance. For example, when older children are faced with challenging activities, such as writing letters, they copy and repeat these until they are happy with the end result.

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

- The childminder plans a curriculum which provides children with the skills and the confidence that they require to start their school life. For example, children have a wide range of opportunities to experiment with making marks to help them develop the skills they need for writing. They practise using their hand muscles to pick up smaller resources.
- Children enjoy choosing which toys to play with and show very good levels of focus and concentration. They are motivated learners and willing to try new things. All children, including those in receipt of funding, make good progress in their learning.
- The childminder thinks about her teaching and the impact this has on children's development. She evaluates the activities which she provides. The childminder has undertaken recent mandatory training to ensure that she is up to date with current practice. However, she does not, in general, pursue her own professional development fully to enhance her skills and teaching to an even higher level.

- The childminder teaches children how to manage their emotions. Children understand what is expected of them, and the childminder has clear boundaries in place. For example, she explains clearly and sensitively what is expected when some behaviour is unacceptable.
- The childminder introduces counting and mathematical language to children when they play. For example, she counts the trains as children build a track. Children learn to match numbers in books and talk about colours and shapes in all aspects of their play. The childminder extends older children's understanding of simple calculation to enhance their mathematical skills further. For instance, children predict how many more trains are needed and how many will be left.
- Partnerships with parents are very good. From the initial visit, the childminder ensures that parents feel informed and involved in her setting. She gathers a wealth of information to enable her to provide for children's interests and progress. The childminder shares information with parents through messages on a daily basis. This ensures that parents are kept informed of every aspect of their child's day and progress.
- The childminder encourages children to be independent from a young age. Children develop their self-care skills, such as independently accessing the toilet, putting their coats and shoes on and wiping their faces and hands.
- The childminder supports children's understanding of the world around them, such as by visiting outdoor settings. For example, children access the local park and places of interest.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She ensures that she knows how to report any concerns. The childminder is aware of potential indicators that a child may be at risk of harm. She regularly updates her training to support her knowledge of child protection and broader safeguarding concerns, including female genital mutilation, grooming and exploitation. The childminder ensures that her home is safe and secure.

What does the setting need to do to improve?

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

- develop the programme for professional development further in order to increase skills and develop the quality of teaching to an outstanding level.

Setting details

Unique reference number	EY350182
Local authority	York
Inspection number	10219545
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	3 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 March 2018

Information about this early years setting

The childminder registered in 2008 and lives in Fulford, York. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 her evaluation of the provider.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of household members.

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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