

# Childminder report

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Inspection date: 28 March 2022

<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	Met
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## What is it like to attend this early years setting?

### The provision is good

Children show that they feel safe and secure in the setting. They are very happy and enjoy the time they spend with the caring childminder. Children's play environment is bright, spacious and well organised. They independently choose the books and toys to play with that interest them. Relationships between the children and childminder are very positive. She is calm and patient, and responds well to children's individual needs. For instance, the childminder quickly recognises when younger children are becoming tired and provides them with reassurance. Children receive lots of encouragement and this helps to raise their self-esteem.

The childminder has high expectations for children's behaviour and encourages them to use good manners. Children play alongside each other harmoniously and behave well. They share the toys and resources. Children understand what is expected of them. For example, they know to come to the table or high chair for meals, and to tidy away their toys after playing with them. Babies and toddlers show good hand-to-eye coordination as they manipulate shapes to fit them into the corresponding holes. As they do this, the childminder names each shape, helping children to learn new words and mathematical language. Children start to recognise similar colours and shapes as they complete inset jigsaw puzzles.

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

- Overall, the childminder provides a broad curriculum to teach children a good range of skills and knowledge. She observes and accurately assesses what children know and can do. The childminder uses children's interests to plan learning experiences. However, at times, the intention of what she wants children to learn is unclear. This means that she does not focus activities sharply enough on the specific knowledge that children need to learn.
- The childminder supports children's emerging literacy skills well. She places an importance on children accessing and reading stories. Children pick different books and take them to the childminder to share. They eagerly climb onto the childminder's lap and snuggle together to listen. The childminder reads with enthusiasm. Children turn the pages independently and point excitedly to the pictures.
- Children's develop their communication skills well. The childminder talks through what is going to happen next during the day. Younger children learn new rhymes and songs, and sing familiar songs as they play. The childminder helps children to develop the key skills needed for their next stages in learning.
- The childminder develops strong relationships with parents and speaks with them each day. Parents report that they are very happy with the childminder's service. They say that their children are well cared for. However, the childminder has not focused precisely on sharing the progress that children make over time,

so that parents are better informed about their children's achievements.

- Toddlers develop good small-muscle skills as they squash and roll dough, and use objects such as pencils and paint to make marks. This prepares children well for future writing. Children build with construction blocks. They are supported by the childminder to make 'tall' towers and then knock them down, supporting their physical skills and spatial awareness.
- The childminder provides a range of experiences for children to learn about the world around them. They enjoy visits to the local library, shops and woods. The childminder provides play resources that represent positive images of race and gender. Furthermore, she helps children to develop awareness of festivals and traditions, such as Mothering Sunday.
- Children develop a good understanding of the importance of leading a healthy lifestyle. For example, they enjoy healthy meals. Older children independently manage their self-care skills, such as regular handwashing. Children spend lots of time outside in the fresh air and get lots of exercise. They go on regular walks and visit the park.
- The childminder demonstrates a genuine passion for her work. She has begun to reflect on her practice, and identifies areas for development. The childminder completes mandatory training, such as paediatric first aid and safeguarding. She keeps herself up to date through research and reading. The childminder understands how engaging in purposeful professional development opportunities will help to improve her teaching skills to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and of the procedures she needs to follow if she has any concerns about a child. She knows the signs and symptoms which may indicate a child is at risk of harm, and has detailed policies in place to support her practice. Children are kept safe as the childminder ensures that the premises and resources are safe and suitable for children's age and stage of development. She supervises children closely. The childminder ensures that all checks are in place for everyone in her home.

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

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

- focus more precisely on the intentions for children's learning, to help fully support their development at all times
- build on the already good relationships with parents, so that they are clear about what children need to learn next and can support this at home.

## Setting details

<b>Unique reference number</b>	321333
<b>Local authority</b>	York
<b>Inspection number</b>	10117283
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	4 March 2016

## Information about this early years setting

The childminder registered in 1998 and lives in York. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

## 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 are organised.
- The inspector observed a range of activities and evaluated the impact of the quality of teaching on children's learning.
- Documentation was viewed 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 written testimonials obtained from parents.

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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