

# Childminder report

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Inspection date: 8 April 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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder has a gentle approach and is warm and caring towards the children in her care. Children build strong relationships with both her and her co-childminder. This helps them to feel safe and secure. Children sit closely to the childminder to enjoy cuddles and comfort when needed. Children's early communication skills are promoted well. The childminder repeats words that children say, using the correct pronunciation. Children learn new words at story times, such as 'owlets'. The childminder provides a balance of adult-led and child-initiated activities, which enables her to meet the individual needs of all children well, overall.

The childminder has high expectations for children's behaviour. Children behave well. They follow instructions, show an awareness of routine and understand boundaries. They help to tidy away resources and show respect for the equipment provided for them. Children are polite and frequently say 'please' and 'thank you'. Due to the COVID-19 pandemic, parents do not routinely spend time in the setting and drop their child off at the door. The childminder has completed training to help her to support children and their families through this transitional process. The new routine works well in helping children to separate quickly and smoothly from their parents when they arrive.

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

- Children display a positive attitude towards their learning. They are keen to try new things and concentrate intently on their tasks. For example, children focus well as they use tweezers to pick up dried pasta.
- The childminder promotes healthy lifestyles. Children learn to follow good hygiene practices and wash their hands before they eat. The childminder provides children with healthy and nutritious snacks and meals.
- Overall, activities are well planned so that children acquire important skills as they progress through the different stages of their development. However, at times, the childminder is not clear about what she wants children to learn during some adult-led activities, to extend their learning even further.
- The childminder supports children's mathematical development well. For instance, she introduces the words 'full' and 'empty' to young children as she plays alongside them in the water tray.
- The childminder accesses a wide range of professional development opportunities and is experienced in working with young children. Her knowledge and skills continue to develop. She maintains a high standard of practice that supports children's learning.
- The childminder provides children with a range of experiences to help them broaden their horizons beyond the home. For example, they enjoy outings to the

local parks and soft-play areas. This promotes opportunities for children to socialise with other children and learn about the world around them.

- The childminder has good relationships with parents. She spends time getting to know the children and their families before they start with her. She shares information with parents about their child's progression on a regular basis. Parents are kept informed about what their child has enjoyed doing and how this can be extended at home. However, the childminder does not consistently gather information from all parents about children's learning at home in order to further extend their skills.
- Parents speak highly of the childminder. They say that the childminder is 'approachable, honest and helpful'. They feel that their children are making progress and that the childminder has helped their children to become 'confident and sociable' individuals.
- Children are learning how to be independent. They are encouraged to think and take responsibility from an early age. For example, children put on their own shoes and coats before they go out to play. This gives children confidence in their own abilities.
- The childminder demonstrates a genuine enjoyment of her work. She is reflective and seeks to improve her practice. The childminder seeks parents' views through discussions and written feedback.
- The childminder provides good support for children who speak English as an additional language. For instance, she learns key words to support the children when they first start to attend her setting, which supports their developing communication.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her duty to protect children in her care. She demonstrates that she has good knowledge of the signs that may indicate a child is at risk of abuse. She has a secure understanding of local procedures to follow in the event of concerns about the welfare of children. She knows who to contact if an allegation is made against her or a member of the household. The childminder keeps required documentation up to date. This contributes to the protection of children's welfare. The childminder makes routine checks in her home to ensure that it is safe for children to attend.

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

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

- enhance the planning and teaching of adult-led activities so that children are better supported to engage and extend their learning
- strengthen strategies so that all parents consistently share information about

children's progress in their learning at home.

## Setting details

<b>Unique reference number</b>	EY483064
<b>Local authority</b>	York
<b>Inspection number</b>	10229713
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	6 October 2016

## Information about this early years setting

The childminder registered in 2014 and lives in York. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-year-old children. The childminder works with a co-childminder from her home.

## Information about this inspection

### Inspector

Judith Bodill-Chandler

### 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 inspector held discussions with the childminder and the children throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of written references from parents and looked at relevant documentation, including policies and procedures.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector looked around the areas of the setting available to children.

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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