

Childminder report

Inspection date: 26 April 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 build strong and loving relationships with the childminder. They frequently go to her for cuddles and reassurance. Children are enthusiastic learners and readily explore the environment. They are developing independence skills needed for their next stage of learning. Children are engaged in their learning. The childminder provides activities which help them to problem-solve and develop their concentration skills. For example, children enjoy exploring the train track and keep working hard to link the right tracks until they finally connect them together.

Children behave well. The childminder has high expectations for children's behaviour. She is a positive role model. The childminder is calm and approachable and teaches children to listen, communicate positively and to be caring. Children receive lots of praise and encouragement. This promotes their confidence and self-esteem. Children are learning to share resources. For instance, they patiently wait for their turn to play with the pram. Children form good friendships with one another and happily play together. The childminder demonstrates a sensitive understanding of the potential effects of the COVID-19 local restrictions. She supports children well in socialising with their peers, recognising that they may not have had these opportunities.

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

- The childminder provides good support for children's early mathematics skills. Children are learning to count accurately and to recognise numbers. They learn to use correct mathematical language, such as 'full' and 'empty', while playing in the sand.
- The childminder continuously reflects on her practice. For instance, she has recognised that children are more engaged in their play if resources are placed in play trays at their height. Parents contribute to the evaluation of the setting by regularly completing questionnaires.
- The childminder seeks to improve her skills, knowledge and children's outcomes. She attends webinars and conducts research to continually improve her knowledge and skills.
- Partnerships with parents are good. Parents are positive about the care the childminder provides. They comment that they have a good working partnership with her and that their children are happy and excited to attend. Parents are kept informed of their children's progress through discussions and the electronic parent portal.
- Children develop a strong love of books. They listen to carefully selected stories. The childminder reads with enthusiasm and expression. This helps children to become fully absorbed and interested. The childminder introduces children to new words, for instance 'starfish'. Older children confidently respond to the

childminder's questions. Younger children point to and name familiar objects they see in the pictures.

- The childminder has a good overall understanding of what children need to learn during their activities. She weaves the learning that she wants them to achieve into the education that she provides. For example, children confidently name the colours of the gems they find and count the number of coins they collect in the 'treasure tray'.
- The childminder provides children with a safe outdoor space to play in and to develop their physical skills. For example, children play together to throw, kick and catch large balls. They have regular opportunities to explore their community. For example, children enjoy visiting the local library and the soft-play centre.
- Overall, the childminder provides opportunities for younger children to practise their early writing skills. However, she does not always provide exciting opportunities to encourage older children to develop these skills further.
- The childminder ensures that the meals and snacks she provides are healthy and nutritious. Children develop their coordination skills as they carefully peel their banana and butter their fruit bread.
- Overall, the childminder helps to support children's understanding of living a healthy lifestyle. For instance, children play with resources that introduce them to good dental health. However, on occasion, the childminder misses opportunities to help young children develop an early awareness of good hygiene, such as using tissues and washing their hands after sneezing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to recognise if children are at risk from harm. She knows the signs and symptoms to look out for, including when children are at risk from radicalisation and extremism. The childminder ensures her knowledge is up to date. She knows how to report concerns, including allegations, to the appropriate agencies. The childminder holds a paediatric first-aid certificate so that she is able to care for children in the event of an accident or incident. Children are supervised well in all areas of the childminder's home.

What does the setting need to do to improve?

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

- provide more exciting and interesting opportunities to promote older children's interest in developing their early writing skills
- help young children to become aware of good hygiene practices from an early age, to build foundations for their future self-care skills.

Setting details

Unique reference number	EY481347
Local authority	York
Inspection number	10229700
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	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in York. She operates all year round from 7am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for four-year-old children.

Information about this inspection

Inspector

Judith Bodill-Chandler

Inspection activities

- This is the first routine inspection the setting 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 walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector conducted a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including the safeguarding children policy and the complaints procedure.

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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