

# Childminder report

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Inspection date: 10 May 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

Children are welcomed into a warm, safe and homely environment. They form close attachments with the childminder. Children settle quickly and are keen to play in the familiar surroundings. The childminder provides a daily routine, which helps children to feel a sense of belonging. She promotes children's self-confidence and prepares them for new experiences. Children display good behaviour. They demonstrate a good understanding of the childminder's expectations, who supports children to achieve well. For instance, she uses rhymes and songs to help children to develop their speech. The childminder promotes children's mathematical skills. Children learn how to count, such as through singing well-known number rhymes.

The childminder recognises children's interests, for example, in dinosaurs. She encourages children to count the 'dinosaur' footprints that have been made in dough. Children learn new words as the childminder talks about the 'mound' that the children have created to hide their dinosaurs in. The childminder acknowledges that children may have had limited opportunities to develop their social skills during the COVID-19 pandemic. She provides opportunities for children to play in different social situations. For example, the childminder regularly takes children to parks, the library and playgroups to meet other children and adults.

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

- The childminder is calm and caring in her approach. Children snuggle up to the childminder for stories, and approach her for reassurance and comfort when they are tired. This helps children to feel secure and promotes their well-being.
- Partnership with parents is good. Parents express that they value the childminder's caring and nurturing approach, and the guidance and support that she provides. Partnerships with other settings and external services are good. The childminder uses information gathered from other agencies to support children's learning. For example, the childminder uses resources from communication and language specialists to support language development.
- The childminder knows children well. Before children start at the setting, she works closely with parents to gather key information about their children. This information helps the childminder to follow children's routines, know their likes and dislikes and what they can do. This helps her to settle children in and plan for their learning, building on what they already know, while supporting their individual needs.
- Children's emerging speech and language skills are supported effectively. The childminder models language and speaks in a clear, consistent tone. This helps children to hear the correct pronunciation of words to develop their own communication and language skills.
- Children love to be active inside and outside. They join in with actions from

songs, run around, kick and throw balls and use the ride-on toys. Children crave to climb and jump from fixtures, however, the childminder discourages this. Although the childminder is carefully considering children's safety, this does not allow children to manage and take risks that are appropriate to their age.

- The childminder reflects on her practice to identify any training needs. She meets with other childminders to share ideas and completes any necessary training. For example, the childminder undertakes regular safeguarding training. This helps her to keep up to date with any new developments.
- The childminder has a good understanding of the aims of her setting and knows which learning experiences she wants to offer children. For example, she sets up a water activity outdoors with brushes and cars, to encourage children to make tracks, which encourages their mark making.
- Children learn some independence skills. For instance, children select what they want to do, choosing resources to follow their own interests. However, children do not consistently have opportunities to do more things for themselves. For example, during routine times of the day, the childminder peels bananas for children, takes food out of wrappings at lunchtime, washes their hands and puts their shoes on.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and can recognise the signs that might give her cause for a concern about a child's welfare. She knows the procedure to follow if there is an allegation about herself or another member of her household. The childminder has knowledge of safeguarding issues and talks with confidence about what she would do in a range of scenarios. For example, the childminder knows who to contact if she thought children were at risk of radicalisation. The childminder holds a paediatric first-aid certificate. This ensures that she can care for children in the event of an accident.

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

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

- extend opportunities for children to develop their independence skills and do more things for themselves
- provide more challenging physical activities to allow children to take appropriately measured risks.

## Setting details

<b>Unique reference number</b>	EY445774
<b>Local authority</b>	York
<b>Inspection number</b>	10235753
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	6 March 2017

## Information about this early years setting

The childminder was registered in 2012 and lives in the Acomb area of York. She operates all year round from 7.30am to 5pm, Tuesday to Thursday, and from 8am to 5pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Thompson

### 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 together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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