

Childminder report

Inspection date: 1 June 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 are happy and settled in the childminder's home. The childminder supports children's emotional well-being and is sensitive to their individual needs. For example, the childminder gently reassures less confident children when an unfamiliar adult visits her home. Children relish their time in the garden. Younger children enjoy push-along trikes and playing imaginatively in the mud kitchen, making cups of tea for the childminder. Older children enjoy the challenge of throwing balls through the basketball net and making 'double bubbles' with the bubble wand.

The childminder is a positive role model. She gives children lots of praise and reassurance. This helps to build their confidence and self-esteem. Children behave well. They are polite to each other and share resources. Children demonstrate a good understanding of the rules in the childminder's home. For instance, they tidy away toys before getting more out to play with.

The childminder stayed connected with the children and their families during the COVID-19 pandemic. She helped to support children's learning at home by providing activity packs. These were skilfully matched to children's individual needs and interests. Furthermore, children benefited from songs and rhymes, which the childminder shared electronically.

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

- The childminder provides children with a variety of opportunities for mark making. For example, older children show sustained levels of concentration as they carefully draw their own pictures and confidently talk through what they have drawn. Younger children enjoy making marks with thick chinks, both indoors and outdoors.
- Children have many opportunities to socialise. They regularly visit the local library, where they enjoy listening to stories and singing songs and rhymes. Furthermore, the childminder meets up with other childminders and the children they look after on a weekly basis. This supports children to develop their social skills.
- The childminder develops strong partnerships with the schools that children attend. She shares relevant information about children to promote continuity in their care and learning. Younger children accompany the childminder on the school run. This helps them to familiarise themselves with the school environment.
- Overall, the childminder supports children's language skills well. For instance, she repeats words and phrases back to younger children for clarity. However, on occasions, the childminder does not always give younger children time to think

and respond to the questions being asked to them, to extend their skills to a higher level.

- The childminder uses her observations of children as they play to assess their development. She understands what children need to learn next and focuses on how she will help them achieve this. The childminder develops a regular two-way flow of information with parents. She ensures that they are well informed, through regular daily conversations and electronic messages.
- Children develop their independence skills well. For instance, the childminder encourages children to chop their own fruit at snack time. Children put their own shoes on before they go out to play.
- The childminder evaluates her provision well. For instance, she has recently reorganised how children access resources in her home. This helps children to focus and engage fully and make the most of their learning experiences. Parents contribute to the process by completing questionnaires. The childminder regularly updates her skills and knowledge to help improve her practice.
- Parents speak extremely highly of the service the childminder provides. They describe the childminder as 'kind and trustworthy' and that their children have come on in 'leaps and bounds'. They feel she is flexible in her approach and that she provides a 'fun and educational' environment.
- The childminder provides good support for children's early mathematics skills. For instance, children count accurately and use correct mathematical language, such as 'big' and 'little', while playing with the dough.
- The childminder's care practices are good. Children follow effective hygiene routines, such as washing their own hands before snack time. The childminder ensures that the meals and snacks she provides are healthy and nutritious. Children have daily access to the garden and regularly visit the local park.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She keeps her child protection knowledge up to date and relevant, and implements a robust safeguarding procedure. The childminder is aware of the indicators that may suggest that a child is at risk of harm and she is confident at reporting any concerns she has. The childminder conducts risk assessments and she talks to the children about risks as they play. This helps them to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- provide younger children with more time to think and respond to questions, to extend their learning even further.

Setting details

Unique reference number	EY481112
Local authority	York
Inspection number	10225945
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	1 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 September 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 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Judith Bodill-Chandler

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 their evaluation of the provider.
- 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 complaints procedure.
- The inspector considered the views of parents given through written feedback.

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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