

Childminder report

Inspection date: 18 July 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 blossom in the calm and nurturing care of the childminder. They develop strong emotional attachments to her and readily invite her into their play. The childminder collects a range of information from parents before their children begin attending. This helps her to plan to meet children's individual needs and their interests from the start. Children are safe and secure in the childminder's care.

The childminder supports children's mathematical learning well. She uses practical activities to help support children's understanding of counting. For instance, children excitedly count the number of blueberries in their bowl at snack time. The childminder extends children's learning further. She challenges children to consider how many there will be when they have eaten two more. Children behave well. The childminder has high expectations for children's behaviour. She is a positive role model, 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 beginning to take turns and share resources. They form good friendships with one another and play together happily.

During the COVID-19 pandemic, the childminder arranged for parents to drop their children off without entering the premises. This contributed to children's safety and well-being.

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

- Younger children delight in playing in the water tray outside. They refine their small-muscle skills as they carefully pour water from one container to another. Older children begin to recognise some of the foam letters and numbers in the water. They readily identify their 'special number' and the initial letter of their name.
- The childminder promotes healthy lifestyles. For example, children learn to 'catch it, bin it' when they have sneezed and to wash their hands before they eat. Children understand why they need to apply sun cream and the consequences if they do not. The childminder talks with parents to help them to provide children with healthy and nutritious snacks and meals.
- The childminder regularly reflects on her practice and identifies areas for improvement. However, other than mandatory training, such as first aid and safeguarding, the childminder has not planned a targeted programme of professional development to further enhance the quality of teaching and learning.
- Children who might need additional support are identified quickly and plans are put in place to help them to achieve. The childminder works closely with parents

to ensure that children receive the extra support which they need.

- The childminder supports children to develop their communication and language skills well. She speaks clearly and listens intently to children. The childminder introduces new words, such as 'slimy', to describe the texture of sun cream. The childminder encourages younger children to name objects and vocalise their requests.
- The childminder informs parents about their children's learning through daily discussions and through a shared electronic programme. Parents contribute to their child's learning by adding photos and comments. This further supports continuity in children's learning.
- Parents are exceptionally happy with the care and education that the childminder provides. They comment that the childminder is 'like a second mum', and that her patience and perseverance is admirable. Children comment that they thoroughly enjoy coming to the childminder's home. They say that the childminder 'makes them laugh' and that they feel safe in her care.
- The childminder provides a range of resources, which are accessible for children to choose from independently. This encourages them to make choices.
- Children have opportunities to be outside in the fresh air. They play in the garden and go on trips and outings, such as visits to the local park, farm and play areas. This helps children to learn about the world around them.
- The childminder develops good relationships with staff at schools and nurseries that children also attend. This strong partnership working provides good support for children and promotes continuity in their learning.
- Overall, the childminder uses her knowledge of how children learn and develop to provide purposeful play activities. However, occasionally, the childminder does not ensure that planned activities consistently match the developmental stage of the youngest children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training, to maintain a secure understanding of safeguarding matters. This includes a range of issues, such as the risks to children from extreme views and radicalisation. The childminder knows the signs of abuse and neglect and what to do, should she become concerned about a child's welfare. She knows the procedures she must follow if an allegation is made about her or a member of her household. The childminder's home is clean, tidy and well organised. She has a clear evacuation procedure, which she practises regularly.

What does the setting need to do to improve?

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

- enhance ongoing professional development, to continually update knowledge

and raise the quality of practice and teaching to an even higher level

- enhance the planning of group activities so that they are precisely matched to the developmental stage of the youngest children.

Setting details

Unique reference number	EY454370
Local authority	York
Inspection number	10229642
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in York. She operates all year round from 7.30am to 5.30pm Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Judith Bodill-Chandler

Inspection activities

- This is 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 an evaluation of a planned activity.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed with the inspector her learning intentions for children.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector considered the views of parents through the written feedback provided.

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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