

Childminder report

Inspection date:

26 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children have formed strong bonds with the childminder and are happy and settled. They confidently choose resources for their own play. However, older children often play alone for too long, while the childminder takes care of younger children. Children do not always fully engage with their chosen activities. Therefore, they sometimes miss out on potential learning opportunities.

There are times when the childminder is not able to focus fully on the needs of the two age groups of children. For example, younger children are not always provided with suitable activities when she is busy with older children. Older children are not always closely supervised while using equipment when the childminder is attending to the youngest children's needs.

The childminder has high expectations for children and their behaviour is good. She offers gentle reminders to help them understand right from wrong. The childminder acts as a good role model and speaks to children in a kind and calm manner. Daily outings help children to learn about their local community. Children attend social groups, including at the library and playgroups, to meet other children. They go to local country parks and play parks. This supports their learning about the natural environment and helps to develop children's physical skills.

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

- Children enjoy the group activities that the childminder plans for them. However, the childminder does not always plan the activities effectively to ensure that they are adapted to meet children's individual needs. For example, a number activity game is too easy for some children and too difficult for others. This means that although children make some progress, it is not as good as it could be.
- Regular observations and assessments are completed on children. This helps to identify what they already know and can do. The childminder completes a progress check for all children between the ages of two and three years. This helps to ensure that any gaps in children's learning or development are identified at an early stage.
- The childminder understands how children learn and develop. She recognises the importance of providing challenging learning experiences. However, she does not always provide high-quality interactions with children. For example, as children spend much time playing by themselves, they receive limited support to extend their knowledge and learning.
- Children's speech and language skills are supported effectively. The childminder speaks in a clear consistent tone during story time. During singing sessions, she sings at a good pace. This helps children to hear how words are spoken.
- Children are cared for in a safe and secure environment. The childminder

completes risk assessments that identify hazards which may affect children. This ensures that all reasonable steps are followed to minimise identified risks.

- Parents speak positively about the care their children receive. They state that the childminder provides daily feedback on what children have done. They say this helps them to know that their children are well cared for and happy. Before children begin at the setting, the childminder gathers information from parents. She shares information on children's development, and then encourages parents to tell her about what children do at home.
- Children learn the benefits of a healthy lifestyle. The childminder provides all meals and snacks. At snack time, she talks to children about healthy eating and which foods are good for them. Children know that they need to wash their hands regularly and why. The childminder teaches children the importance of brushing their teeth through enjoyable activities and stories.
- The childminder promotes children's independence. Children manage their self-care needs. They go to the toilet and wash and dry their hands. Children cut up the fruit for snack time and are supported in putting on their own shoes and coats.
- The childminder is committed to continuing her professional development. She attends mandatory training, such as safeguarding and first aid. She regularly takes part in training opportunities. These have helped the childminder to increase her knowledge of early childhood development, since her last inspection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training to help her safeguard children and keep her knowledge up to date. She has a good understanding of the indicators that a child or family may be at risk of being drawn into radicalisation. She is aware of what to do if there is any allegation made against her or members of her family. The childminder checks all areas of her home to maintain a suitable and safe environment. The childminder also ensures that children are safe when in the car or out of the home.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quantity and quality of interactions with children, to focus effectively on their individual learning needs throughout the day.	10/10/2022

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

- ensure activities are planned more effectively to build on what children already know and can do, to help develop their knowledge and skills further.

Setting details

Unique reference number	EY444056
Local authority	York
Inspection number	10229596
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	0 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in the Skelton area of York. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides 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 provider.
- 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 and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children. Parents shared their views on the childminder with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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