

Childminder report

Inspection date: 2 December 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

A child-centred, play-based approach is at the heart of this childminder's provision. The childminder has a wealth of knowledge that she uses as the basis of her practice, to support children's learning and development. She ensures children have frequent opportunities to get to know their local area and socialise. Children learn about the local community. The childminder regularly takes children out for walks. They explore nearby parks, shops and surrounding areas. Children develop their understanding of people who help them in the community. They particularly enjoy waiting for the post person to deliver the mail each day. They excitedly tell the inspector about the parcels that they have recently received.

Children form secure relationships with the childminder. They are happy, confident and enjoy their time at the setting. Children are confident learners and lead their own learning. They introduce themselves to the inspector on arrival, and make choices about what they want to play with or do.

The childminder finds out from parents about their children's routines and interests before they start at the setting. She uses this information to plan for children's individual learning. The childminder gets to know children extremely well. She has high expectations for children's behaviour, and promotes good manners and clear boundaries. As a result, children behave well.

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

- The childminder has a good understanding of how children learn. She knows children well and adapts her teaching to support their individual interests and learning styles. For example, the childminder introduces additional resources, such as builder's tools, to enhance children's pretend play. She uses praise and encouragement to promote children's sense of achievement, confidence and self-esteem. This supports children's emotional well-being.
- Children's development in speech and language is supported effectively. The childminder engages children in regular conversation throughout the day, to extend and build on their communication skills. She speaks clearly and uses repetition of language to help children say words correctly. Children attend a range of local groups, where they participate in singing and craft activities. This provides opportunities for children to interact with others and develop their social skills even further.
- The childminder uses information gained from her observations of children to plan a range of enjoyable and interesting learning experiences. Children's families are well informed about children's progress, for instance, through learning diaries and verbal feedback. However, the childminder is yet to find fully effective ways to encourage parents to share children's learning and

achievements from home. This is to further inform the already good planning and assessment, and fully support their progress to the highest level.

- Children effectively learn about the importance of a healthy lifestyle. The childminder encourages conversations about healthy eating and good hygiene, as she chats with children washing their hands before mealtimes. The childminder promotes regular exercise as children access the equipment available in the garden. They enjoy many walks and activities in the local community.
- Children are keen to share experiences with the childminder and come to her for comfort and reassurance when they need support. Children make independent decisions about their play resources, following their own interests. They are encouraged to be independent at every opportunity. Children wash their hands and put on their coats and shoes with ease.
- Risk assessments are effective. The childminder identifies and minimises any hazards in her environment and when on outings. For example, she assesses appropriate parks to use, and children wear high-visibility jackets so they are easily identifiable. This helps them play safely in their surroundings.
- The childminder has a good attitude to developing her own knowledge and skills. She attends regular training to improve her practice and quickly identifies areas for improvement. The childminder ensures that she offers children high-quality care and education. She works with local childminders to arrange relevant training. The childminder has a good understanding of the strengths and weaknesses of her provision. She is keen to develop her learning environment further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive range of policies to strengthen her good practice and promote children's safety and welfare. She undertakes regular training to ensure policies are in line with local authority guidance. The childminder has an up-to-date knowledge and understanding of child protection and safeguarding procedures. She is clear about her role and responsibility to keep children safe. The childminder can recognise the possible indicators of abuse and has a clear knowledge of how to respond to any concerns about children's safety or welfare.

What does the setting need to do to improve?

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

- consider further ways to encourage parents to consistently share information about children's achievements from home, to enhance the already good planning and assessment and fully support their progress to the highest level.

Setting details

Unique reference number	321355
Local authority	York
Inspection number	10229434
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	9
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 1999 and is located in Huntington, York. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

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 her evaluation of the setting.
- The childminder and inspector held a meeting. The inspector looked at relevant documentation, including evidence of safeguarding and policies.
- The inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact these have on children's well-being and development.
- Parents shared their written views with the inspector, who took account of their comments.
- The inspector observed the resources available for children, and had a tour of the premises.

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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