

Childminder report

Inspection date:

7 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

Children are happy at this setting. The childminder offers children settling-in visits. This helps to give children the time to become familiar with the childminder and other children that attend. The childminder has conversations with parents about their children's home learning and routines, which she follows when children start to ensure that they feel comfortable. Children feel safe in the childminder's care and show confidence when unfamiliar visitors are present.

The childminder plans her curriculum around what she hopes children will achieve before they go to school. She completes regular and effective assessments of children's stages of development. The childminder plans specific next steps in learning to make sure that children make progress. She has a clear understanding of why skills are important for children to succeed in school. For example, the childminder identifies the skills they will need to be able to hold writing equipment well later in their education.

The childminder uses additional funding to give children new experiences, including visits to local playgroups, farms and soft-play centres. She recognises how to give children opportunities they may not otherwise have. Children observe fish eggs in a small fish tank and watch them hatch. Children comment, 'We had a frog too', recalling and remembering their experiences.

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

- Children develop their fine motor skills. They squeeze the end of pegs and place them on small discs. Children use a pincer hold to pick up glitter and sprinkle it on Christmas decorations. The childminder recognises how this links to children's next steps in learning. When children struggle, the childminder models how to use their fingers to open the pegs and encourages them to 'try again,' which children happily do and succeed.
- Children are given the opportunity to be independent. They wipe their own noses and then dispose of the tissues correctly. Children are encouraged to practise good hand hygiene, and can independently reach the sink using a small step. This gives children the confidence to try things for themselves, which the childminder recognises is an important aspect of being ready for school.
- The childminder emphasises the importance of healthy lifestyles. Children explore a dentist set, discuss 'bacteria' and how to clean their teeth using a toothbrush. The childminder provides healthy snacks, such as fruit. Children set up their own snack table and peel their own fruit, needing minimal support. They carefully pour their own drink of milk or water from a small jug.
- Children explore the language of size and number. The childminder encourages children to compare which is 'bigger' and 'smaller' between objects. She uses

real-life examples, such as the size of her dog, to compare size. Children are encouraged to count objects, such as bandages in a doctor's set. The childminder asks, 'How many?', when she adds one more or takes one away. This challenges children's mathematical knowledge.

- The childminder extends children's language. She introduces new vocabulary to children regularly when singing and reading books. For example, she says 'crumble,' and 'neatly,' when reading a book about diggers. However, on occasion, the childminder does not explain the meaning of this new language. This does not give children the knowledge to be able to use new vocabulary in their play.
- The childminder attends training courses that have a positive impact on her practice. She uses the knowledge gained to support families during referral processes. The childminder implements strategies to support children's development while they are awaiting help from outside agencies. Training has also helped the childminder to recognise signs that children may need additional support.
- The childminder works with other agencies involved in children's care and development. She provides in-depth assessments of children for outside agencies, to ensure that children are given effective support. Parents are happy with the care which she provides. They comment the childminder goes 'above and beyond,' and her setting is a 'home from home.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She ensures that the environment is safe for the children who attend. She understands safeguarding issues, such as radicalisation, drug trafficking and different types of abuse. The childminder completes regular training to make sure that she is aware of any changes in safeguarding procedures. She has a secure knowledge of how to deal with concerns regarding a child, such as an allegation or a concern about a child's welfare. The childminder is aware of local safeguarding procedures to report a concern about another professional working with children. The childminder and her assistant have up to date first-aid certificates.

What does the setting need to do to improve?

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

- support children's language development further, for example by modelling and reinforcing the use of new vocabulary and explaining its meaning.

Setting details

Unique reference number	EY450417
Local authority	York
Inspection number	10229623
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	13
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2012 and lives in Acomb, York. She operates all year round, from 8am to 3pm on Monday and Tuesday, and from 8am to 5pm on Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Abby Clarkson

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.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder with the inspector.

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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