

# Childminder report

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Inspection date: 27 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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. They have a strong and secure relationship with the childminder and her assistant. They sit on the childminder's knee to explore resources, enjoying the comfort of having her close by. This supports children's emotional well-being. Children show that they are confident as they explore their environment. They develop their independence as they choose what toys they want to play with and engage well in their learning. For example, young children sustain their concentration on activities that captivate their interest. They develop their physical dexterity as they connect the blocks together. Older children begin to recognise the different colours and attempt to count how many blocks they have.

Children play contentedly alongside each other. Toddlers excitedly press the buttons on toys to make the music play. They thoroughly enjoy the interactive music mat and dance along to the songs. Children choose to independently look at books. They are keen to repeat new words and phrases, such as 'centipede', and often ask for the same book again. Children make links with their experiences. For example, they observe the inspector using a laptop and look for the toy laptop and tap the keys. They begin to use their imagination as they dress up as a police officer and princess.

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

- The childminder has an effective settling-in procedure, which is tailored to the individual child. This helps children feel happy, secure and ready to learn when they start. The childminder interacts well with children and joins in with their play. She observes and assesses the progress children make. However, although she identifies next steps for children's learning, these are not always precise or embedded as well in teaching, to help her fully support children to achieve the best possible progress.
- The childminder and her assistant support children's communication and language development well. They continually talk to children and model and reinforce words to help children hear clear language. They use stories, songs and rhymes to support children to develop their understanding and listening, and increase their vocabulary.
- The childminder creates a relaxed atmosphere for children that encourages independent learning and free exploration. The environment is set out to enable children to choose what they want to play with and to encourage their independence.
- Children behave well and respond to the childminder's gentle reminders about what is expected from them. Younger children develop good social skills and show an interest in what their friends are playing. The childminder helps them to understand about sharing and taking turns. She offers praise to children when

they achieve their goal. This helps to build children's confidence and self-esteem.

- Children benefit from a range of experiences in the childminder's home and from visits in the local community, such as the local library and toddler groups. This provides children with the opportunity to socialise and develop skills that help them to prepare for nursery or school.
- Children's health and well-being is met well, overall. The childminder collates relevant information from parents about children's specific dietary requirements. She recognises when children are becoming tired and ready for their sleep. Nappy changing routines ensure children remain comfortable throughout the day. However, the childminder is not consistent in following good hygiene routines to help minimise the spread of infection. For instance, the nappy changing mat is torn, and is not always thoroughly cleaned after use.
- The childminder completes mandatory training, such as paediatric first-aid and safeguarding training. This ensures she keeps her knowledge and skills up to date.
- The childminder works closely with parents from the outset to establish children's achievements and to help her decide how to best meet each child's needs. Parents comment positively on the care their children receive and the progress that they make. They comment on the wide range of quality learning experiences and appreciate the childminder's flexibility and commitment to keeping their children safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and to promote their welfare. She ensures her safeguarding knowledge is kept up to date by completing regular refresher courses. The childminder can explain the signs and symptoms that indicate a child may be at risk of harm. This includes the 'Prevent' duty and female genital mutilation. She fully understands how to report any concerns to the appropriate agencies. She ensures that her assistant is familiar with the policies and procedures of the setting. Children's safety is paramount. The childminder has carefully risk assessed the premises to minimise risks to children to ensure the environment and activities are safe.

## What does the setting need to do to improve?

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

- enhance planning further to identify more specific and targeted next steps in children's learning and make the most of opportunities to help them achieve these
- make sure children's good health is consistently promoted to help minimise the

spread of infection.

## Setting details

<b>Unique reference number</b>	EY446457
<b>Local authority</b>	York
<b>Inspection number</b>	10279114
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	29 November 2018

## Information about this early years setting

The childminder registered in 2012 and lives near York. She operates all year round, from 6.45am to 6pm, Monday to Sunday, except for family holidays. The childminder provides funded early years education for three-year-old children. The childminder works with an assistant.

## Information about this inspection

### Inspector

Janet Fairhurst

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector discussed with the childminder how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the assistant and children during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector spoke with parents during the inspection and took account of their views.

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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