

# Childminder report

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Inspection date: 28 March 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**

The childminder provides a welcoming and homely atmosphere. She plans child-centred activities. The childminder has a playful attitude, which encourages children to learn. She promotes children's good behaviour and is a good role model. Children say 'please' and 'thank you' and behave well. The childminder helps children to be independent and supports young children to take part in daily routines. For instance, children help the childminder at lunchtime. They learn to confidently manage their own personal care.

Snack times and lunchtimes are sociable occasions. Children make healthy food choices, such as fruit and vegetables. The childminder promotes children's knowledge of healthy foods even further during activities. For example, children enjoy planting seeds in compost and talk about growing their own vegetables. They then learn about the life cycle of a pea plant. The childminder talks to children about 'stems' and 'roots'. She repeats words to further support children's language and knowledge.

The childminder knows children well. She knows how to pitch activities to keep children engaged in their learning. Children form strong bonds with the childminder. They invite her to join their imaginary play. Young children pretend to serve food, such as soup, to each other and the childminder.

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

- The childminder shows a commitment to her ongoing professional development. She continues to keep her knowledge up to date by taking part in seminars and online training. The childminder has taken part in courses to help her develop her understanding of challenging behaviour and internet safety.
- The childminder confidently talks about children's capabilities. She plans a wide range of age-appropriate activities to support and prepare children for their next stage in learning. For instance, the childminder supports children's speech and language development effectively. She engages children in regular conversations throughout the day to extend and build on their communication skills.
- The childminder promotes mathematical development in her setting and has a range of resources, such as objects to count and shape jigsaws. However, the childminder does not consistently use counting or simple mathematical language to support younger children's understanding of mathematical concepts.
- The childminder promotes children's health and well-being effectively. Children benefit from regular fresh air and exercise. For instance, they play in the childminder's garden, have regular visits to a local stream and go to see the horses in a nearby field. Children have opportunities to take part in ballet and gymnastics classes. These positive experiences help to support children's

physical and social skills and help them to learn about the world around them. Children follow good hygiene routines and participate in activities to help them to learn about the importance of good oral health.

- Partnerships with parents are good. The childminder uses an online app and regularly reports on children's progress and how parents can support their children's learning at home. Parents state how pleased they are with the diligent care that their children receive from the childminder. However, the childminder has not established partnerships with other settings that children attend. Therefore, information about children is not shared consistently to enable them to make the best possible progress.
- Children report that they are happy at the childminder's house. They say that they like the activities which the childminder provides. Children independently select toys and resources that they want to play with and take a lead in their play. However, at times, the childminder does not organise the environment to provide children with ample space to play.
- The childminder monitors children's progress carefully to close any gaps in their learning. She makes observations and accurate assessments and plans precisely for children's next stages in their learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She attends regular online training to ensure that her knowledge is up to date. The childminder understands all areas of safeguarding, including the 'Prevent' duty. She is confident about the procedure to follow if she has concerns about a child's welfare. The childminder ensures that her home is safe and secure. She helps children to learn about keeping themselves safe. For example, the childminder reminds children not to climb on furniture and explains to them about the importance of washing germs away.

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

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

- enhance children's understanding of numbers and mathematical vocabulary
- build on effective partnerships with other settings that children attend, to support continuity in children's learning and development needs further
- review the environment to ensure that there is space for children to play and enjoy what they want to do.

## Setting details

<b>Unique reference number</b>	EY386352
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10280159
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	26 September 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Norton, near Malton, North Yorkshire. She operates all year round from 7am to 5pm, Monday, Tuesday, Wednesday and Friday, except for bank holidays. The childminder has an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kerry Holder

### 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 setting.
- The inspector observed the quality of education during activities.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children. She looked at relevant documentation, including evidence of the suitability of persons living in the household and insurance.

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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