

# Childminder report

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Inspection date: 8 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

Children delight in sharing stories and making music. They prepare their own snacks, noticing how some fruits are 'soft' and some are 'hard'. Children express their likes and dislikes, choosing their favourites with the childminder. Children settle well, as the childminder takes time to get to know them before they start. The childminder provides consistent routines, which helps children to feel secure and comfortable in what they will be doing. However, children cannot always access resources when they engage in free play, to extend their learning and follow their interests.

Children love to have stories read to them. They sit and listen attentively and make predictions about what might happen next. Children happily join in with all the learning opportunities offered to them. They work well next to their friends. Older children tidy up the play space before moving on to their next activity, chatting happily to each other as they do so. They write their own name tags with chalk for their coat pegs. Outdoors, children go on pretend bear hunts with binoculars in the local woods, which links to a favourite story. They visit museums, which enhances their learning of and interest in trains and planes. Children enjoy making pictures and patterns from a variety of different loose parts. This helps to encourage children to use their imaginations and to verbalise what they have designed.

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

- Children adore the childminder. They look for her, taking comfort in knowing that she is close by. Babies are particularly attached to her. Older children happily play with their friends, knowing that the childminder is nearby if they need her.
- The childminder plans a broad and varied curriculum. She gives older children consistent opportunities for learning across different areas. For instance, children mark make with chinks, paints and pencils. They role play, pretending to be characters from their favourite story. The childminder models and promotes children's creative and imaginative play.
- Children, including the very youngest, are confident to communicate in small groups. Babies hold out their toys to the childminder, inviting her to play. They race cars with the inspector. Older children converse around a table as they chop fruit for snack. Children who are still developing their language skills communicate using smiles and gestures, which the childminder reacts and responds to well.
- Children are offered daily opportunities to engage in play that supports their physical development. For example, they visit a local play gym, use large toys in the garden and have regular trips to parks, woodlands and nature reserves. These give children chances to swing, balance and climb.

- The childminder values the positive and professional relationships she enjoys with parents. Parents are delighted with the service the childminder offers. The childminder has comprehensive settling-in procedures for children. She develops positive and mutually respectful relationships with children and their families.
- The childminder ensures that she gathers information about children's starting points in learning, enabling her to pitch children's learning at the correct level. She shares children's next steps in development with parents, who are pleased to be able to complete their own observations of their children at home. When children also attend additional settings, the childminder communicates with staff to ensure that key information about children is shared.
- The childminder recognises her strengths and has plans to further develop her practice to enhance children's experiences. She regularly accesses training to ensure that her knowledge of how children learn is up to date and relevant. The childminder speaks passionately about the importance of children's effective language development and prioritises this as a key area for children.
- The childminder models the behaviours she hopes children will copy. She teaches children how to look after themselves, each other and her pet guinea pigs. Children work together harmoniously and purposefully. The childminder supports children's developing cultural awareness by taking them to a restaurant to enjoy Chinese food during Chinese New Year.
- The childminder thinks about how children access the planned activities across the week. This helps children to develop their skills and knowledge in all different areas no matter what their attendance pattern. However, the childminder does not always build on children's learning in their self-chosen play. Occasionally, babies are not supported to join in with activities involving older children. This prevents them from accessing certain aspects of the curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her role in keeping children safe very seriously. She prioritises training, both statutory and additional, to ensure that she can recognise the signs and symptoms that indicate children may be at risk. The childminder ensures that her home is safe, well protected and inaccessible to intruders. The childminder is fully aware of the 'Prevent' duty guidance and the dangers caused by county lines, and she is alert to any possible signs of these safeguarding issues among the families of the children who attend her setting.

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

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

- support babies to access group activities more effectively to enable them to gain full access to the curriculum

- provide children with regular opportunities to extend their learning in self-chosen play.

## Setting details

<b>Unique reference number</b>	EY459784
<b>Local authority</b>	York
<b>Inspection number</b>	10276136
<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>	0 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 July 2017

## Information about this early years setting

The childminder registered in 2013 and is located in Clifton, York. She operates between 7:45am and 4pm, Monday to Thursday, during term time. The childminder works with a co-childminder and provides early years funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lucy Patrick

### 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims for the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of those living and working at 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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