

Childminder report

Inspection date: 26 April 2023

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

The childminder and her co-childminder have created a stimulating and inviting space for children to learn and play. This includes well-resourced indoor and outdoor play spaces. Children are motivated to take part in the broad range of interesting activities. They are actively engaged in their play and learning throughout the day.

Children are very relaxed and settled with the childminder and her co-childminder. The adults work seamlessly together to provide a home from home for all the children. The warm, trusting relationships are very evident at all levels. This shows in children's very good behaviour and pleasant manners. They use terms such as 'please' and 'thank you' as they play with each other. Older children are very mindful of the babies' safety. The babies crawl after the older children and enjoy their company.

The childminder acknowledges the impact that the COVID-19 pandemic has had on children's development. She has worked diligently to minimise the effect of the pandemic on children's personal, social and emotional skills. This includes visits to group activities. Parents are particularly pleased with their children's significantly improved confidence.

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

- The childminder has kept her important training, such as paediatric first aid and safeguarding, up to date. She receives regular update emails from the local authority. She acknowledges when her co-childminder's training and experience might be more up to date than her own, and takes advice from her as appropriate. However, she does not monitor the quality of her day-to-day interactions with children.
- The childminder uses books, stories and rhymes effectively to support children's language development and their understanding of number. The childminder engages children in interesting conversations about their wider families, pets and holidays. She repeats what they have said in order to sensitively correct any mispronunciation. However, she misses opportunities to check if they have remembered key vocabulary from previous topics. She does not always provide opportunities for them to practise their new words in different contexts.
- The childminder identifies the skills that children need to practice before they move on to school. She helps children to understand what they need to learn and shares this effectively with parents. Children are proud of their new skills and enjoy success in their learning. For example, they proudly explain how they have been practising balancing. They say they have been holding their childminder's hand with two fingers, then with no fingers. Effective tracking

ensures that children make good progress in all areas of learning.

- The childminder and her daughter, who is also her co-childminder, work closely together to support all the children. Each childminder takes some responsibility for individual children. However, the care and education is planned and provided jointly. The effective communication between the two adults provides a good level of consistency and continuity in children's lives and in their learning.
- Children have learned to be very independent. They help to get their own puddle suits on to play outdoors, and easily take them off to go to the toilet. They learn to use the toilet independently in preparation for going to school. The majority of older children also wash their hands afterwards automatically.
- Children enjoy the healthy snacks provided by the childminder. She understands the importance of keeping children's brains hydrated and reminds them to drink their water. However, there is little communication with parents regarding suitable packed lunches. This means that the quality of food that children receive is hugely variable.
- The outdoor environment is a strength at the setting. Children are inquisitive in their surroundings. They develop a positive approach to being active in the fresh air. They have unlimited access to the garden and the interesting activities. They practice their strength and balance on the trampoline. Sometimes they are reflective, humming quietly as they mix the paint or scoop the rice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify when children might be at risk of harm. She has previous experience of working with other agencies who support children and their families. The childminder understands the role of the local authority in protecting children's welfare and supporting their continued good development. Children learn to keep themselves, and each other, safe as they play. Their good behaviour and understanding of the rules support their safety. For example, older children kindly point out when a toddler has strayed to the trampoline area and does not understand the rules.

What does the setting need to do to improve?

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

- develop a system, along with the co-childminder, to monitor and improve the quality of adult conversations with children, particularly when key vocabulary needs to be learned, practised and remembered
- further improve children's health and development, for example, work even more closely with parents to improve children's diets, and be even more robust in checking that children have washed their hands after using the toilet.

Setting details

Unique reference number	401304
Local authority	North Yorkshire
Inspection number	10287379
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 1996. She lives in central Scarborough, North Yorkshire. The childminder operates all year round, Monday to Friday, from 7.30am to 6pm, except for bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Pat Edmond

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure that those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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