

Childminder report

Inspection date: 26 June 2023

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| 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 and settled in this welcoming setting. They are confident and self-assured as they lead their play, choosing from a broad range of age-appropriate resources. Children interact well with the childminder and her assistant. They settle easily and soon develop strong bonds with them. Children's behaviour demonstrates that they feel secure. For example, young children seek the childminder and her assistant out when they need reassurance, and take them by the hand to show them what they want.

Overall, children benefit from a well-planned curriculum that focuses on their interests and next steps in learning. They spend a lot of time outdoors where they explore and find out about the world around them. For example, children learn about animals when they visit the local farm and wildlife sanctuary. They collect natural items to use in collage when they return to the setting.

Children learn to be independent in preparation for school. For instance, they serve themselves with fruit and readily clear their bowls away after snack time. They put their toys away and carry their lunch boxes to the table. Children learn to use the toilet and manage their own personal hygiene through embedded routines, such as handwashing. Children behave well. They learn right from wrong. They are beginning to understand their emotions and the impact their actions have on others.

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

- The childminder knows the children well. She continually assesses their progress. She shares information with parents regularly, so she has a clear understanding of children's next steps and what they are learning at home. The childminder plans a balanced curriculum that promotes young children's development. As a result, they make good progress. However, at times adult-led activities are rushed, and children do not have enough time to become immersed in their learning and be creative. For instance, children are not given time to fully explore how colours change when they mix them.
- The childminder and assistant promote children's communication and language skills highly successfully. During role play that links to children's real-life experiences, the assistant introduces new words to children, such as 'salami' and 'radish'. He encourages children to repeat words and says them back so children can hear them pronounced correctly. He helps children to build sentences. For instance, he thanks them for his 'triple-decker sandwich' and says, 'Look at that, a tomato on top of a pretzel'. During daily routines, the childminder encourages children to use basic sign language. She also shares keywords with parents to help children communicate their wants and needs.

- The childminder promptly seeks support from other agencies when she identifies that children are not meeting their expected targets. She works closely with parents to implement strategies to support children's development. This early intervention ensures that children soon start to catch up.
- The childminder teaches children early mathematics. She supports children to count how many berries they have at snack time. They choose which colour bowl they would like, and talk about objects that are big and small, or short and long. The childminder identifies some areas where children are exceeding their expected targets and extends these areas of learning. For instance, children play a game where they must identify numbers and stand on them. However, the childminder does not always challenge children to help them to build on what they already know. For instance, she does not fully explore children's understanding of shapes or encourage them to think about the patterns their toy vehicles make when they run them through paint.
- Children develop their physical skills and learn to manage risk during their play. They have opportunities to climb during trips to the woods and use large play equipment in the local park. Children develop their early understanding of technology. They learn that things look bigger when viewed through binoculars. They show how pressing a button on their rescue helicopter makes its lights flash.
- Parents greatly appreciate the care that the childminder and her assistant provide. They say they are very caring, and their children love attending the setting. Parents say that children grow in confidence and quickly develop good social skills.
- The childminder undertakes additional training and conducts independent research to improve her knowledge and skills. For example, she is researching the reasons why young children bite, and sharing strategies with parents for managing this. She provides her assistant with regular coaching and support so that he continually builds on his teaching skills. As a result, children benefit from good-quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of the signs and symptoms that indicate a child might be at risk of abuse. They have a secure understanding of the impact that child protection issues, such as domestic violence or drug abuse have on children. They know the local safeguarding partnership's procedures for reporting concerns about children's welfare, or concerns about adults. The childminder uses risk assessments effectively to help keep children safe from harm on the premises and during trips. She teaches children how to keep themselves safe, such as explaining the possible risks of chatting to other people online.

What does the setting need to do to improve?

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

- give children more time to explore and be creative during adult-led activities, so that they demonstrate higher levels of curiosity, concentration, and enjoyment
- implement the planned curriculum more effectively so that children are consistently challenged to build on what they already know and can do.

Setting details

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| Unique reference number | EY547590 |
| Local authority | York |
| Inspection number | 10291457 |
| 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 4 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Date of previous inspection | 30 October 2019 |

Information about this early years setting

The childminder registered in 2017 and lives in York. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 6. The childminder works with an assistant who holds a qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed how the childminder organises different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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