

# Childminder report

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Inspection date: 30 June 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 warm and welcoming environment, where children are happy and settled. Children separate well from their parents and demonstrate high levels of emotional well-being during their time at this home-from-home setting. The childminder is kind and supportive. Children's behaviour is very good. They listen carefully to the childminder and naturally use good manners during their play. The childminder explains to children that it is kind to share and take turns. When minor disagreements do occur, the childminder deals with them promptly and effectively. Children play and learn well together.

Children demonstrate that they feel safe. They confidently move around the setting, self-selecting from a good range of resources, both indoors and outdoors. For example, some children choose to go on the nest swing. The childminder encourages them to use their muscles to pull themselves into the nest. Other children choose to construct with large blocks. Children's communication and language is supported as discussions are held on what is being built. The childminder has high expectations for all children. She plans children's learning around their individual needs. This helps them to make good progress in their learning and development.

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

- Children enjoy growing their own sunflowers. The childminder and children discuss whose flower is the tallest and the colour of the leaves and petals. They talk about them needing water and sunlight to grow. She explains that she will water the flowers over the weekend as the children will not be there. This helps children to gain knowledge and understanding of the natural world and conditions for growth.
- The childminder supports children's growing independence. Children are beginning to recognise when they are hungry. They discuss if they are ready to eat or not and help themselves to healthy snacks. Children wash their hands after going to the toilet and before eating. They know they are washing away the germs to stop them getting poorly. The childminder encourages children to put on their own shoes and find their own water bottles. These life skills help prepare children for when they move on to school.
- The childminder has good systems in place to help her identify where children are on their learning journey, and what they need to learn next. She is able to identify any possible gaps in their development. She adapts experiences to develop any weak areas of learning. For example, the childminder is supporting children's communication and language development. When children mispronounce words, she models the correct grammar back to them.
- The childminder completes a review of children's development every term. She

also completes the required progress check for children aged between two and three years. Both of these documents are shared with parents. This helps to identify any potential delay, which can be shared with other professionals.

- Parents say that their children are making good progress in their development. They comment positively about how children flourish in the devoted childminder's care. The childminder shares daily information with parents through individual written diaries. Parents state that the childminder cares for the whole family, especially through challenging times. For example, supporting families during times of bereavement.
- Overall, the childminder follows children's interests. However, during craft activities, at times, she is too focused on her own agenda. She does not give children enough time to develop their own ideas. For example, the childminder discourages children's ideas to bring their attention back to the planned activity. This means that children are not able to process their own thoughts and opinions and develop their creativity.
- In the main, the childminder is well organised. However, occasionally, she does not effectively consider the resources needed for activities. For example, during a scissor skill activity, the children's scissors do not cut through some of the materials provided. Additionally, the childminder does not have any sharp scissors to assist children. This means that children are not able to fully engage in the activity.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard children in her care. She is aware of the types of abuse and the signs and symptoms to look out for that may indicate a child's welfare is at risk. The childminder confidently discusses safeguarding issues, such as female genital mutilation. She knows the procedure to follow should an allegation be made against herself or a household member. The childminder supervises children well, and her premises are clean and secure. Her paediatric first-aid training is up to date. This helps her to promote children's safety and well-being.

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

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

- allow children time to follow and develop their own ideas in their play to fully develop their creativity and maximise learning
- implement planned activities more effectively to support and develop children's skills to a higher level.

## Setting details

<b>Unique reference number</b>	400968
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10295324
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	8 December 2017

## Information about this early years setting

The childminder registered in 1986 and lives in Whitby. She opens all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Suzzanne Thompson

### 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 her setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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