

# Childminder report

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Inspection date:

11 July 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

There are a range of resources available, which children access freely. Children enjoy taking part in activities that the childminder organises. The childminder provides activities based on children's interests, for instance in sea creatures. However, the quality of education that children receive is inconsistent. The childminder does not always ensure that the curriculum is ambitious and linked to children's individual learning needs. She does not plan activities to build on what they already know. This is because the childminder does not have a clear enough understanding of the areas of learning and development. Consequently, children do not make the progress of which they are capable.

Nonetheless, children settle well with the childminder, who is kind and caring. The childminder promotes children's well-being and happiness by forming secure bonds with them. Children show that they feel safe as they confidently interact with visitors and each other. They behave very well. Children share and take turns naturally without being asked. They show positive behaviours and attitudes to their learning. For example, children name sea animals. However, children spend a considerable time in independent learning with little guidance from the childminder. The childminder talks with children but does not create learning opportunities to extend their knowledge.

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

- The childminder does not always support children's learning through purposeful play. For example, she does not make use of the chance to expand on children's knowledge when they talk about what snakes eat. This is because she is unsure of how to link children's interests to all areas of learning. She does not understand that having knowledge of all areas of the learning and development requirements supports children's ongoing learning.
- The childminder does not always plan activities effectively. For example, she provides a play dough activity that is based on the story of 'The Very Hungry Caterpillar'. However, the childminder does not tell children the intention of the activity. Children do not know that the childminder wants them to make fruit. Additionally, she does not provide opportunities for children to recall and make connections with their previous knowledge of the story. Consequently, although children show enjoyment in the activity, they do not engage in the childminder's planned learning.
- The childminder has a general knowledge of children's abilities and their interests. However, she does not monitor children's progress carefully enough. She does not plan and sequence children's learning effectively. The childminder does not consistently consider children's individual learning needs and what they need to learn next. This hinders the potential progress that children are able to

make.

- The childminder supports children's communication and language. The childminder repeats words back to children and models the correct pronunciation to support their developing speech. She communicates well with children and responds to their talk. The childminder models and extends children's language. For example, she uses words such as 'slippery', 'steep' and 'smooth' when discovering what objects go down a wooden pipe.
- The childminder uses regular visits to the local park, playgroups and library to help children explore their local community. Children have the opportunity to mix with other children during these outings. These provide valuable opportunities to extend and develop children's social interactions. Children benefit from fresh air each day during their outings. At the park, they enjoy running, jumping and climbing. This contributes towards their physical well-being.
- Parents mention their satisfaction about the care that the childminder provides. They appreciate the daily communication books that the childminder completes for each child. The childminder collects key information about children from their parents before they start. This includes their dietary and medical requirements. However, although the childminder gathers information on what some children can already do before they start, this is inconsistent. She does not obtain this knowledge for every child.
- The childminder promotes early mathematical skills with children. She uses words such as 'huge', 'taller than' and 'small' when talking about a toy snake, which is first coiled up and then stretched out. Children count the legs on a lobster, and the childminder compares it to how many legs are on a spider.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date safeguarding training. She has a secure knowledge and understanding of how to recognise the signs of potential abuse. The childminder demonstrates an understanding of radicalisation and can recognise the signs that a child may be exposed to extremist views. She knows the procedure to follow if there is a safeguarding concern about children. The childminder is aware of what to do if an allegation is made against herself or a member of her household. She has a current paediatric first-aid certificate. This helps her to respond appropriately in the event of an accident.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve knowledge and understanding of the areas of learning and development requirements, to enhance the curriculum further	04/09/2023
ensure that children's learning and development are accurately assessed across all areas of learning, and focus planning for children's next steps in learning to help them to make the best possible progress	04/09/2023
obtain consistent information from parents about what children know and can do on entry, to help to build a comprehensive knowledge of all children's previous experiences.	04/09/2023

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

- strengthen the planning and implementation for some adult-led activities to ensure that children can engage in the intended learning.

## Setting details

<b>Unique reference number</b>	EY392485
<b>Local authority</b>	York
<b>Inspection number</b>	10295413
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	7 December 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Copmanthorpe, York. She operates during term time, from 7am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She 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 the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided indoors 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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