

# Childminder report

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Inspection date: 6 October 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 have good relationships with the childminder. They happily run into the childminder's home and begin playing with the toys available. Children enjoy drawing with chalks and playing imaginatively, such as with toy boats. They are comforted by the childminder with a cuddle and play confidently in her home. Children independently access toys and engage well with activities that the childminder provides. For example, they talk about hedgehogs and create their own with dough.

The childminder encourages children's independence. For example, she supports them to cut their own bananas. She models language throughout the day and emphasises keywords, such as 'banana'. The childminder provides various items, such as conkers and pine cones, to inspire children to learn new vocabulary. She introduces words such as 'bumpy' and 'smooth' as children say that the conkers are 'bouncing' when they move them in their hands. Children engage well with the childminder as she introduces new items to them, such as sticks they collected on a recent walk.

Children are excited to learn and stay focused on their play for good lengths of time. The childminder reinforces their behaviour and attention by adapting activities and introducing new items to engage children in their play and learning. Children develop well in their language and physical skills. The childminder modifies her teaching for the different ages of children, such as using one word to introduce new objects for the younger children.

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

- The childminder builds strong bonds with children. Children feel safe and secure, knowing they can go to the childminder for support. The childminder is very attentive to children's emotional needs and talks to them about their feelings.
- The childminder knows children and their next steps in learning well. She follows children's lead. The childminder facilitates children's learning to ensure that children make progress in their development.
- The childminder works well with families. She shares information about children's progress with parents regularly. The childminder tells parents what she is focusing on so that they can continue their children's learning at home. She encourages parents to share their children's experiences at home with her.
- The childminder attends statutory training. However, she has not focused her professional development to extend the quality of education to an even higher level.
- The childminder adapts children's learning for their different abilities. For example, she encourages older children to cut bananas with safety knives

independently and assists younger children to press the knife down. Children are willing to have a go and learn new skills.

- Children are very well behaved, and the childminder supports their emotions swiftly. This helps children to regulate their emotions and return to their learning.
- The childminder makes many books available for children. However, she does not consistently organise story times or develop her storytelling skills to fully engage children in the learning opportunities available to them.
- The childminder engages children well and extends activities so that they remain focused. She adapts activities to children's interests while maintaining their attention. For example, when exploring the different sizes of hedgehogs, children talk about their parents, so the childminder discusses the different heights of their parents.
- Parents are highly complimentary of the service the childminder provides. They are pleased with how well their children progress in their learning. Parents comment on how well the childminder supports children with their self-regulation.
- The childminder evaluates her practice and makes adaptations when she feels that things can work better or need improving. For example, she has altered the progress check for children aged between two and three years so that the information she obtains supports her assessments further.
- The childminder has a strong support network of other childminders and the local authority. This helps her well-being and enables the children to take part in group activities. The childminder makes sure that children spend time with other children to help to support their development in social interaction.
- The childminder takes children outdoors to experience the world around them. Children enjoy visits to the woods, walks to look at trains and watching birds. They talk about their time at the local woods, recalling that they saw squirrels and ants.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about safeguarding issues, such as county lines and neglect. She is aware of the signs of concern and knows who to refer concerns to. The childminder knows where to get further advice and support for safeguarding. She has thorough procedures in place should any allegations made about her. The childminder knows the importance of referring to the local authority designated officer and Ofsted. She ensures that she stays up to date with her safeguarding knowledge through training and updates from the local authority.

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

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

- engage in continuous professional development opportunities to build on knowledge to support further learning experiences for children
- organise story time more effectively to minimise distractions in the environment so that children fully engage.

## Setting details

<b>Unique reference number</b>	EY448749
<b>Local authority</b>	York
<b>Inspection number</b>	10285559
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	10 October 2017

## Information about this early years setting

The childminder registered in 2012 and lives in York. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is qualified to level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Laura Fay Muranka

## 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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.

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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