

Childminder report

Inspection date:

8 November 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 offers a secure, child-centred learning environment. The children have a wide range of resources to support their learning, both indoors and out. Children arrive happily and separate from parents with ease, showing happiness in the childminder's care. The childminder cares for children well. She knows children's care and development needs and supports their progress in preparation for school. The childminder is patient and calm. She role models positive behaviour effectively and children are calm and display a sense of feeling safe and secure.

Children regularly go on outings within their local community as part of the childminder's curriculum, which is ambitious and inclusive to all. Play gyms and educational groups positively extend on what the childminder offers within her home. Following the pandemic, the childminder changed to being predominately based at home. However, by being outdoors in nature and meeting with other local childminders, she further enriches children's learning opportunities.

The childminder positively impacts children's learning during their early education, as they make positive progress during their time with her. Local schools and families recommend her service, and she works closely with them to ensure effective, smooth transitions for all children. The childminder shows passion and confidence when caring for all children, including those with additional care and educational needs.

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

- The childminder has an ambitious curriculum that supports children to make progress across all areas of development. The children are consistently encouraged to learn during care routines and play activities. The childminder effectively plans activities, such as play dough exploration, practising a variety of skills in social, physical and language development. The children cooperatively engage in play opportunities. However, curriculum outcome aims are less clear for some mathematics and literacy activities.
- The childminder consistently engages with the children well by communicating effectively. She narrates play and encourages independence by offering options throughout the day. Children confidently explore their environment, indicating what they would like to do next. The childminder allows flexibility and supports decisions made by children where appropriate to do so, such as exploring outdoors and when to have snack times. Children thrive from positive interactions and show satisfaction from their needs being met.
- The childminder reminds children of behaviour expectations appropriately. Where children struggle to communicate and have emotional outbursts, the childminder shows empathy and concern. Children are reminded to use their

words and patience is maintained, while learning the cause of upset and/or need. Conflict and upset are supported until resolved, resulting in children calming down quickly. Children learn to remain calm to overcome challenges, positively impacting their emotional well-being.

- The childminder reflects on her practice to improve her service regularly to ensure she is in line with the current early years foundation stage (EYFS) framework. She has a wealth of training, including in safeguarding and first aid. The childminder works closely with other professionals and is a member of childminding networks, helping to ensure the best possible outcomes for children within her care. The childminder has experience and is confident in supporting children with additional support needs. Children's individual needs are tailored effectively to ensure smooth transitions on to future learning.
- The childminder has continued to offer a packed lunch service following the pandemic, which is provided by parents. Mealtimes remain meaningful and interaction around the variety of tastes and textures is effective. Language development is consistently supported as children are encouraged to use single words when naming foods. Children progress in speech development and overcome challenges. They say complex words such as 'cucumber'. Lots of praise is given and children celebrate their achievements and have a sense of pride.
- The childminder is valued highly by parents. Feedback of the service families receive is positive. Parents describe the childminder as patient and kind. Parents are grateful for the effective care given to their children as they progress in development from starting with the childminder. The childminder is praised for being non-judgemental and genuinely wanting to make a difference. Children look forward to attending and undertaking the adventures the childminder offers. Activities and experiences are shared with parents via photos and videos. Children rave about their experiences when sharing them with their parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding. She knows the procedures to raise and refer concerns in relation to children's welfare. The childminder has the support of agencies and local authorities. She knows the children well and helps families in need of support with special educational needs and/or disabilities referrals. The childminder's home is secure. She has procedures in place to ensure the safety of children, including risks assessments, fire evacuation and accident forms. The childminder is able to identify types of abuse and identify signs and symptoms effectively. She undertakes training to ensure practice is current and in line with the EYFS framework. Children are happy and safe.

What does the setting need to do to improve?

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

- strengthen curriculum aims to ensure targets of development are clear across all areas to maximise progress.

Setting details

Unique reference number	EY410122
Local authority	York
Inspection number	10289228
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 11
Total number of places	15
Number of children on roll	5
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 2010. She operates her provision all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with an assistant.

Information about this inspection

Inspector

Jade Charlton

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector via feedback forms.

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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