

Childminder report

Inspection date: 27 February 2024

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 has close relationships with children and their families. She provides a safe, stimulating environment for children. Children show they feel safe and secure in the childminder's home. They explore resources independently and engage in conversations as they play. The childminder is a good role model for children. She teaches them how to share and take turns. Children benefit from the praise the childminder offers, and they begin to grow in self-confidence. Since the COVID-19 pandemic, the childminder has focused on developing children's social skills. Children attend a range of playgroups in the local area. This has helped to prepare older children to be in larger groups for when they start school.

The childminder maintains effective partnership working with families and others involved with children. For instance, she gathers information about any specific medical needs children may have and shares details of children's day with their families. This helps to promote continuity of care. Parents speak highly of the childminder and say they would recommend her to others. They say she has 'supported the whole family through challenging times' and that their 'children are super safe and well cared for'.

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

- The childminder has a thorough knowledge of children's developmental stages and knows them very well. She focuses her curriculum and her teaching to meet their individual learning needs. The childminder completes termly assessments and shares children's learning with parents. This helps her to ensure that children make good progress across every area of learning and that she can take account of parents' feedback.
- The childminder identifies areas of potential delay swiftly using her assessments. She works in partnership with other professionals, such as speech and language therapists. This promotes continuity of learning and helps to close gaps in children's learning so they are not at a disadvantage when they start school.
- The childminder focuses her professional development on areas that benefit children the most. For instance, since the COVID-19 pandemic, she has accessed training to help her support children's communication and language development. She has enhanced resources so they include more visual prompts to start conversations. However, on occasion, the nursery rhymes are too loud in the background and distract children from their focused activities.
- The childminder promotes children's understanding of the world around them. They regularly use the allotment to grow vegetables and demonstrate a thorough knowledge of where food comes from. Children understand the importance of making healthy choices and talk about how vitamins help them to grow big and strong. This is a strength of the curriculum.

- Children are keen and enthusiastic to join in with activities. The childminder prepares experiences that build on their prior knowledge. For instance, children thoroughly enjoy planting their seeds and talk about what plants need to grow. They link this to the pumpkin seeds they found at Halloween. The childminder introduces mathematical language to the play, and children talk about different sizes as they dig.
- The childminder helps children to develop the skills they need to start school. For example, she encourages them to be independent and take an active part in their self-care. Young children are supported to remember to go to the toilet, and older children wash their hands. Children know they can ask for help when they need it and can initiate play and discussion with their peers.
- Children develop a love of stories from an early age. The childminder uses books to teach them new vocabulary and facts through stories. For example, she talks to children about 'seedlings' and explains what they are. Children engage well in the story and offer ideas and suggestions linked to their existing knowledge. Young children take care as they turn the pages independently and point out things they can see.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the impact of background noise from other devices on children's levels of engagement and concentration.

Setting details

Unique reference number	EY427328
Local authority	York
Inspection number	10332008
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	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 June 2018

Information about this early years setting

The childminder registered in 2011. She operates from Monday to Friday, from 8am to 6pm, all year round, except for family holidays and bank holidays. She has an appropriate childcare qualification at level 3. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

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 her evaluation of the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector during a planned activity indoors.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder obtained feedback from parents for the inspection.

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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