

Childminder report

Inspection date: 4 March 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 is warm, caring and nurturing. She has close relationships with children who attend and knows them very well. Children show they feel safe in the childminder's home. They explore the resources and show confidence to communicate their needs and preferences. The childminder is a good role model for children. She consistently models good manners and maintains clear boundaries and expectations. Children's behaviour is good, and they have positive levels of self-esteem. The childminder helps children to make good progress in all areas of their learning. She follows their lead and teaches them new skills as they play.

Since the pandemic, the childminder has focused on enhancing her teaching skills to promote children's communication and language development. She ensures that children have time to process questions and gives them time to respond. This has had a positive impact on their progress. In addition, the childminder recognises that some children need further support to develop their social skills. They regularly attend groups in the local community and meet other children. This has helped them to build confidence in new situations and larger groups. The childminder builds on children's existing skills and helps them to build secure foundations for the future. For example, she encourages young children to develop an interest in mark making by using their favourite toys to make tracks.

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

- The childminder provides an interesting curriculum for children, which is based on their individual needs and interests. She has a thorough understanding of their developmental stages and recognises when they are ready to learn. Children show enjoyment during experiences and are keen to develop their skills.
- The childminder understands how to help children prepare for the next stages in their learning, such as starting school. She encourages children to be independent and to have a go at trying things, before providing help. Children show very good levels of perseverance and resilience.
- The childminder encourages children to make choices about where they would like to learn. Outdoors, children begin to show deeper engagement and concentration in their play. However, there are a lot of resources indoors and, on occasion, children move quickly from one thing to the next. This means that they do not consistently focus on one experience, and learning opportunities are missed.
- Children benefit from healthy snacks, such as fresh fruit, and the childminder prioritises their good health. They spend time in the fresh air each day and develop good physical skills. The childminder supports young children to begin to use the toilet and to take an active part in their self-care. Although children

follow good hygiene practices, the childminder does not teach them about why this is important yet.

- The childminder encourages holders to think critically and to develop problem-solving skills from an early age. Young children demonstrate mathematical awareness and practise matching, sorting and categorising with different objects. The childminder supports them to persevere during their play, and they try to match different tow trucks to their trailers.
- Babies are very settled in the childminder's home. She holds them close for their bottle and ensures that the sleeping arrangements follow the safe sleeping guidance. Older children show kindness towards them and play imaginatively as they 'feed the dolls'. The childminder gathers information about children's individual routines. This helps her to meet their care needs effectively.
- The childminder works closely with the local authority and has developed effective professional relationships. She is committed to making continual improvements for children and regularly reflects on her practice. The childminder frequently attends training forums and networks with other childcare professionals. This helps her to share and gather ideas for good practice.
- Parents are very happy with the care their children receive. They speak highly of the childminder and say they would recommend her to others. For example, they say the childminder is 'kind, caring and highly experienced', and that children are safe in her care. The childminder communicates effectively with parents and keeps them up to date about their children's learning and how she has met their care needs each day. This helps to promote continuity for children.

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:

- focus teaching even more during children's self-chosen play and consider the amount of resources available inside, to consistently promote their learning
- develop ways to promote children's understanding of good health and hygiene, in order to prepare them to take an active part in their own self-care.

Setting details

Unique reference number	EY448684
Local authority	York
Inspection number	10317093
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 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	25 May 2018

Information about this early years setting

The childminder registered in 2012 and lives in Strensall, York. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education 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. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and the inspector, outdoors during unplanned activities.
- 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 gathered written 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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