

Childminder report

Inspection date: 7 May 2025

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 promotes a home-from-home setting. Children demonstrate they feel nurtured and loved by the calm and patient childminder. Children feel very safe and secure. They engage fully with activities that the childminder provides. Even as visitors arrive, children continue with their tasks, such as focusing on making shapes in the dough. Children excitedly tell the childminder what they are making as they develop their fine motor skills. The childminder demonstrates how to roll the dough to make a ball. Children copy, showing pride in their achievements. There is a strong relationship between children and the childminder. They go to her for cuddles and excitedly talk about what they are doing.

The childminder focuses on preparing children for school. Her curriculum includes teaching children age-appropriate skills, such as in mathematics and early writing. The childminder is clear about the next steps for children's learning and shares these with parents. She shares her daily routine with parents, and children feel comfortable knowing what is happening next.

The childminder promotes kindness. Children copy this. For instance, they say sorry independently if they bump into another child. The childminder reinforces taking turns by praising and commenting on how kind children are. Children laugh as they skip around the room together. They tell the childminder they are skipping and run to get their own shoes when the childminder says, 'Let's go outside to skip.' Children enjoy play, indoors and outdoors in the garden.

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

- The childminder supports children's positive behaviour. Children clap as they do something well. The childminder supports children to resolve disagreements over toys. She helps children to make decisions on how to solve issues and praises them when they take turns.
- Children expressively sing nursery rhymes independently, which helps to develop their language skills. Their singing fills the childminder's home. The childminder sings familiar songs, such as 'Sleeping Bunnies', as children lie down ready for the actions. This supports children's physical development.
- The childminder creates some links with schools and other settings that children attend. However, this is not consistent, especially when children attend two settings. This means the childminder does not consistently share information with other settings to support continuity in children's learning.
- Children show an interest in literacy. For instance, they enjoy chalking outside on the pavement. The childminder places a strong focus on craft activities, which children highly engage in. The childminder uses seasons and festivals as starting points for ideas for activities with children. For example, children enjoy making

banners as they learn about Victory in Europe Day celebrations. This expands children's understanding of the world.

- The childminder supports children to develop their hand-eye coordination. Children practise their fine motor skills. For instance, they create carrots for a dough snowman. Children use their imaginations, and the childminder uses open-ended questions to inspire children to think about their creations.
- Children's listening skills develop well. The childminder encourages children to listen to sounds around them. She takes opportunities when birds tweet outside to discuss nature and explains that birds live in nests. Children enjoy sharing stories about their pets at home with the childminder. This helps children to begin to understand how they have similarities and differences to others.
- The childminder supports children with their communication and language development. However, she does not consistently extend conversations further to teach children more new vocabulary and help them to use more words.
- Children feel able to suggest choices and make decisions. The childminder creates a mutual respect between herself and children. Children feel confident to ask for things they need. The childminder is responsive to children's opinions and what they want to play with next. For example, children ask for glitter for their dough cupcakes, and they say when they want to have their snack.
- Children enjoy outdoor play, where they thrive in developing their physical skills. The childminder supports children to take age-appropriate risks in their play. Children lie on the swings, use climbing equipment and balance on stepping stones. Children's laughter fills the garden as they try to balance together.

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:

- develop relationships with nurseries and schools that children also attend, to share information about children's learning and development
- explore ways to use more vocabulary and extend conversations so that children hear, understand and learn more words.

Setting details

Unique reference number	321364
Local authority	York
Inspection number	10388181
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 July 2019

Information about this early years setting

The childminder registered in 1999 and lives in York. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Laurafay Muranka

Inspection activities

- The childminder joined the inspector on a learning walk and talked about the curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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