

Childminder report

Inspection date: 18 November 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

Children make a good start in this safe and nurturing environment. They demonstrate that they are happy as they smile and interact with the attentive childminder. The childminder establishes clear routines. This helps children to understand the expectations of the day. Consequently, the setting is calm, and children behave well. Children are busy and fully engaged in their self-chosen activities. They show good levels of concentration and a 'can-do' attitude to their learning. For example, toddlers persevere as they fit shapes into a wooden puzzle, and older children carefully consider which colour to use as they colour in pictures.

The enthusiasm the childminder has for her role is clear to see. She builds strong bonds with children and their families. The childminder creates a curriculum that is sequenced and at the right level for each child's developmental stage. Children enjoy a range of learning experiences that keep them interested and engaged. These help to prepare children for the next stage of their education. For example, children learn about the occupations of people in the local community. They learn about the role of the school crossing patrol. Children explain that they stop the cars to help people cross the road safely.

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

- The childminder develops a curriculum for all areas of learning. She works closely with the local nursery and school to find out what they want children to know before they move settings. For example, she has found out that the receiving settings want children to be independent in their self-care needs and to share and take turns. The childminder works hard to encourage children in these skills through routine and daily experiences. This helps children to move to their next setting with confidence.
- Children have opportunities to self-select their own activities. They concentrate well as they follow their interest in construction. The childminder skilfully interacts with children to enhance their learning. She talks to older children about the construction looking like a skate ramp. This opens up a conversation on previous visits to the skate park. The childminder talks to younger children about matching the colours of the blocks. These quality interactions help children to remain engaged and deepens their learning. This helps children to make good progress from their starting points.
- Overall, communication and language is given high priority. The childminder accurately identifies where children need additional support. Children hear new words as part of everyday activities. For instance, while looking at books, the childminder talks to children about the 'index'. Children are encouraged to finish familiar phrases from well-known songs. However, occasionally, songs are sung too fast, and at times, the youngest children are not given enough time to

repeat words. This means, occasionally, children do not have sufficient time to process and say new words and to fully engage in planned communication activities.

- Mathematical language is brought into children's play. The childminder and children count as they sing songs and rhymes together. Children are encouraged to use their fingers to work out that 'one less' than three is two. The childminder helps children to understand about size as she uses her hands to explain 'big' and 'bigger'. Consequently, children begin to understand simple mathematical concepts.
- The childminder takes children out and about in the local community to ensure that children get plenty of time outdoors. Children walk to school and go on regular visits to local parks and nature reserves. They attend local playgroups where they develop their social skills as they mix with other adults and children. This helps children to build relationships with people beyond the childminding setting.
- Parents appreciate the effort that the childminder makes to help children learn and develop. They state that they are impressed with the variety of activities and experiences that the childminder offers. Parents express that they receive daily feedback and well-written reports. They feel that the childminder offers an enriching and safe learning environment, and she is an extension to the family.

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:

- use a wide range of effective strategies to allow children to hear and process new words to further support their developing language.

Setting details

Unique reference number	321385
Local authority	York
Inspection number	10367978
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2000 and lives in the Rawcliffe area of York. She operates her childminding provision from 7.30am to 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written views of the setting with the inspector.
- 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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