

Childminder report

Inspection date: 12 November 2021

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 enjoy being active outdoors in the fresh air. They regularly visit the local woods where they have opportunities to learn about the changing seasons and the effects on the environment. Children use tools to make bird feeders and have opportunities to explore different textures in the mud kitchen. This helps them to be physically active and develops their understanding of the wider world and community.

Children show that they are comfortable and happy, and they develop strong bonds with the childminder. For instance, when they are unsure and require extra support, the childminder provides reassuring words and cuddles. The childminder gives guidance to support children's good behaviour. For instance, she reminds children not to run in the home and to put toys away when they have finished playing with them. Children are encouraged to use good manners and to say 'please' and 'thank you'. Children's behaviour is good.

Throughout the COVID-19 pandemic, the childminder has continued to communicate regularly with children and their families. For example, the childminder provided activity packs for parents to try at home, to continue their children's learning.

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

- The childminder has secure relationships with parents. She collects a wide range of information from them when children first start. The childminder uses this effectively to help children to quickly settle into her home. The childminder informs parents about their children's learning through daily discussions and electronic communication. Parents speak highly about the childminder's care and support for their children. They describe her as friendly, kind, warm and supportive and would highly recommend her to others.
- Overall, the childminder supports children's communication and language development well. For instance, she sings songs and rhymes and introduces children to new words as they play. However, on occasions, the childminder does not give children sufficient time to think and respond to questions asked.
- Children are developing good early literacy skills. For example, they recognise their names on their towel hooks in the bathroom. The childminder places a strong emphasis on encouraging children to develop a love of books and stories. She has a range of high-quality appropriate books for them to select from. Children soon determine their favourite books, which they choose to read regularly.
- The childminder is motivated and dedicated to her role. She has a positive attitude and monitors her practice effectively. Parents contribute to the

development of her setting through discussions. The childminder is committed to further developing her knowledge and skills by regularly attending online training and webinars.

- The childminder's care practices are good. Children follow effective hygiene routines, such as washing their hands. Children are reminded to use tissues when they have sneezed and to dispose of them immediately to avoid the spread of germs. Children have daily access to outdoor spaces where they can develop their large-muscle skills and enjoy fresh air. The childminder supports parents on how to pack healthy meals and snacks for their children.
- The childminder plans a wide range of stimulating and exciting activities in her well-resourced environment. However, some of the activities provided for younger children are not always fully appropriate for their age and stage of development. This means that there are some missed opportunities to extend young children's learning.
- Children have many opportunities to develop their mathematics skills. For example, the childminder has numbers displayed around her home. She introduces children to mathematical concepts as they play. For instance, the childminder encourages children to count and recognise shapes.
- Older children become deeply absorbed in painting activities. They confidently talk about who they are painting and what colours they are using. They enjoy feeling the texture of the paint as they paint their hands and print onto their paper.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to keep children safe. She has a good knowledge of the signs that could indicate that a child is at risk. The childminder is aware of the correct procedure to follow if she has any concerns about a child. She has a good understanding of wider safeguarding issues and possible signs to be aware of. The childminder carries out daily visual risk assessments of her home. She is vigilant at conducting risk assessments when she goes out into the community. The childminder has a clear evacuation procedure which she practises with children regularly.

What does the setting need to do to improve?

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

- give children more time to think, answer and respond to questions, to develop their language and conversation skills even further
- review the organisation of small-group activities to fully match the individual needs of younger children.

Setting details

Unique reference number	EY136496
Local authority	North Yorkshire
Inspection number	10073030
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 January 2016

Information about this early years setting

The childminder registered in 2002 and lives in Selby. She operates all year round from 8.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Judith Bodill-Chandler

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- Parents shared their 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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