

Childminder report

Inspection date: 12 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

Children are happy and settled at the childminding setting. The childminder provides good quality play opportunities within a warm, homely environment. The youngest children settle quickly for their nap and snuggle comfortably with her as they wake. Older children rush to hug her grown up family when they come in from work. Parents say the home from home feeling at the setting is a strength. Children behave well and enjoy their time with the childminder. For example, younger children confidently help themselves to resources from the accessible storage. Older children check that it safe to move the furniture around to make a den while younger children have their nap.

The family grouping is also a feature of children's learning. The childminder knows what all children need to learn and successfully supports their continued development. She adapts activities to meet the learning needs of all ages of children in her care. For example, younger children learn to name the colours as they sort the animals into the coloured cups. Older children learn to count how many are left when they take two away. Meanwhile, babies flap their hands excitedly as they watch their new friends. Children enjoy their learning and showing what they can do.

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

- The childminder reflects diligently on all areas of her practice. She works well with the local authority and other local providers to keep her knowledge up to date. The childminder successfully identifies useful training, such as Makaton sign language, that could have the biggest impact on children's communication skills.
- Children enjoy books, stories and rhymes. They often choose to look at books independently. Babies crawl to the books invitingly displayed at their level. They pull themselves up to the sofa to touch the textured pictures and turn the pages. Children happily engross themselves in a book as they wait their turn to wash their hands. More able children talk about the characters and what is happening in the story.
- The childminder establishes routines that promote children's good health and independence. For example, children capably butter their own toast for snack and count their pieces of apple. They automatically go to wash their hands before eating. They chat about their favourite blue soap that smells nice. Older children use the toilet independently. Younger children go happily to have their nappy changed. The childminder works well with parents to support toilet training.
- Children are polite and well-behaved. The childminder has a consistent approach to supporting their behaviour. She praises children for their efforts and

achievements. This means that children learn to share and take turns. They proudly help to set the table for lunch and develop pleasant table manners. They go on to demonstrate what they have learnt as they play with the tea set. They say 'thank you' as they pass the pretend tea and cake to each other.

- There have been temporary changes to the group of children. This has led to some valuable learning experiences for them. Older children are proud of helping out while the childminder is busy with younger children. They learn to be mindful of how they play to keep the babies safe. This contributes to the pleasant family atmosphere. However, it also means that opportunities for older and more active children are slightly reduced at times. Particularly, when they want to follow their interests and develop their own play in the outdoors.
- Conversation is at the heart of everything the childminder does. This means that more able children can explain about the seed potatoes that are sprouting on the windowsill. They explain that you can't eat them because they have to go in the ground to grow more potatoes. However, some children are not as confident to join in conversations, and their language is not as clear as it could be. This is sometimes because the childminder does not wait long enough for them to respond.

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 even more on children's language development and verbal participation to help them to catch up and join in with their peers, considering advice from other agencies where appropriate
- continue to reflect deeply on how best to organise the childminding so that older children have even more opportunity to follow their own interests.

Setting details

Unique reference number	EY315767
Local authority	York
Inspection number	10317071
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 8
Total number of places	6
Number of children on roll	0
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2005. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education places for two-, three- and four-year-old children. The childminder is registered to work with an assistant and willing to provide occasional overnight care should this be needed in an emergency. She has a level 3 qualification in childcare.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- The inspector saw all areas of the premises that are used for childminding.
- The inspector observed children taking part in a range of activities. They assessed the impact this has on children's learning, development and welfare.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector looked at a sample of documents required for the safe and effective management of the provision.
- The inspector spoke to parents, read their written testimonials and took their views into account.
- Children communicated with the inspector during the inspection. They involved the inspector in their play and demonstrated what they like to do.

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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E: enquiries@ofsted.gov.uk
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