

Childminder report

Inspection date: 28 March 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 works in close partnerships with parents and carers from the start. She asks them for information about their children's interests, home routines and prior learning. The childminder uses this information to plan a seamless transition for children from home into her setting. The childminder continues to work with parents to support children to reach key developmental milestones, such as becoming independent in managing their self-care needs.

Children are very happy and content in the childminder's setting. They show much interest in the different resources and activities. Children are highly engaged as they play and explore. The childminder interacts with children, sensitively guiding and extending their play ideas. She praises their efforts when they are trying to master a new skill, such as mark making. Children approach new challenges with confidence and resilience.

The childminder plans her curriculum around children's individual care and learning needs. The curriculum is broad and ambitious, reflecting the childminder's high expectations and strong ethos that all children can succeed. She uses her assessments very effectively to identify children's achievements and plan for their next steps in learning. The curriculum is well sequenced and adapted to meet children's current needs. Children make good progress over time and have a secure foundation for their future learning.

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

- The childminder plans activities that promote children's curiosity. For instance, she hides toy animals in a sand tray and asks children if they can find them. Children excitedly scoop the sand and show much joy when they discover a buried animal. They concentrate very hard and show satisfaction when they have successfully completed the challenge.
- Children become confident at expressing and managing their emotions. The childminder teaches children the words to help them to communicate how they feel. She helps children to find ways to calm themselves, for example, if they are tired or frustrated. The childminder is an excellent role model. She has a calm and nurturing manner that meets children's emotional needs.
- The childminder promotes children's health and well-being. She ensures that children spend time outside during the day. The childminder provides parents with useful information for nutritious packed lunches and snacks. Children learn the importance of healthy habits, such as washing their hands before eating and drinking water to stay hydrated.
- Parents are full of praise for the childminder's warm and welcoming approach. They value the good levels of communication between home and the setting.

Parents comment that the childminder will always make time for them. They know their children are safe and happy in her care.

- The childminder asks parents and children to give feedback on the quality of her setting and fully considers their views. She ensures that all mandatory training is completed within required timescales, to keep her knowledge current. However, the childminder does not currently prioritise specific training that focuses on developing the quality of education further.
- Children learn about the ways different cultures celebrate their special occasions over the year, including their own. The childminder uses books and plans activities to teach children about the diversity of the modern world. Children start to understand and appreciate the similarities and differences between themselves and others.
- The childminder uses local amenities very well to teach children about the world around them. For example, she takes children on visits to a local train museum. Children discover how railways have evolved over time. They begin to see how life in the past differs from the present.
- Children develop a love of books. The childminder takes children to regular book events in the library. She reads many stories to them, sometimes introducing props for the children to use. Children show anticipation as the childminder turns the pages of a favourite story that includes a mouse and a fox. The childminder encourages children to use the animal props to reenact the story. Children become very familiar with the characters in their favourite books.

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:

- identify opportunities for professional development, to extend existing skills and knowledge.

Setting details

Unique reference number	EY332864
Local authority	York
Inspection number	10376281
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	23 May 2019

Information about this early years setting

The childminder registered in 2006 and lives in York. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including her curriculum intent.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector read recent parents' testimonials to gain their views on the childminder's setting.
- The inspector looked at key documentation provided by the childminder.

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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