

Childminder report

Inspection date: 9 October 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

The caring childminder creates a warm and loving atmosphere that helps children to feel safe and secure. Those who are new to the setting settle with ease. Children soon seek out the childminder for reassurance and comforting cuddles. The childminder takes her time to get to know children before they start. She provides a gradual settling-in process that is built around the family's needs. The childminder understands the importance of building close bonds with children to support their learning. For example, babies show delight and wonder as they see their reflection in the mirror. The childminder talks engagingly to them, asking them who they can see. Babies smile back at the childminder, enjoying this close interaction.

The childminder's curriculum is built on what she wants children to learn in preparation for starting nursery and school. She wants children to be good communicators and have good social skills. To support this, she takes children on a range of outings. For example, they attend playgroups and story sessions at the library. The childminder supports children to understand the rules of the setting. Children know to take their shoes off to keep the floors clean. They know that it is not acceptable to jump on the childminder's furniture.

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

- The childminder gets to know each child and their family well. She prioritises the care and well-being of the children she looks after. The childminder gathers information before children start to attend the setting. This includes their care routines. However, the childminder does not gather precise enough information about babies' feeding routines, such as their weaning stage, to provide a consistent approach between home and her setting.
- The childminder plans activities that she knows children will enjoy and will promote their learning. For example, children learn a range of skills and techniques to support their creativity. They practise using scissors as they cut out a 'hedgehog'. Children practise mark making as they draw and paint on their themed cut-out shapes. However, craft activities, even for the youngest children, are mostly adult led. Although this supports children's developing skills, it does not allow children to fully enjoy the sensory experience or promote self-expression.
- Observations and clear assessments help the childminder to determine what children already know and can do. The childminder works in partnership with parents and other settings that children attend, to address any gaps in children's development. This helps the childminder to plan suitable activities and experiences to support children's continuous development.
- The childminder understands the importance of developing children's

communication and language skills. She makes eye contact to get children's individual attention and holds back-and-forth conversations. However, at times, the childminder does not model vocabulary to support babies' developing speech. Sometimes, when naming objects, she does not use the correct language. This means that children do not always hear the correct pronunciation of words.

- Children enjoy looking through a range of books and sharing stories with the childminder. The childminder reads to children with enthusiasm, stopping at each page to point out the characters in stories and to explain what they are doing. Children eagerly listen and look at the pictures. This helps children to develop a love of books.
- Children are encouraged to live healthy lifestyles. The childminder provides children with healthy meals and snacks and ensures that they get fresh air every day. For example, children go on regular trips to the park and walk to school. Children learn about good oral health through daily discussions about who has brushed their teeth. They learn about the importance of handwashing and know to use hand sanitiser if water is not available when out exploring the natural environment.
- The childminder often connects with other local childminders. This enables her to share good practice and gain new ideas. She keeps up to date with training offered by her local authority and other outside agencies. Through reflecting on her practice, the childminder has identified further training needs. This includes training on how to better support children with speech and language delays.

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:

- seek even more detailed information from parents about children, including babies' feeding routines
- encourage children to fully engage with sensory experiences and celebrate their creativity and self-expression
- use the correct words and pronunciation consistently when speaking to children, to enhance their vocabulary and language development.

Setting details

Unique reference number	EY355587
Local authority	York
Inspection number	10364010
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 January 2019

Information about this early years setting

The childminder registered in 2007 and lives in the Tang Hall area of York. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 4. She offers government-funded places for childcare.

Information about this inspection

Inspector

Suzzanne Thompson

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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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