

Childminder report

Inspection date: 20 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

Children are happy, settled and feel safe and secure in the childminder's home. They have warm and loving relationships with the childminder and seek reassurance from her when needed. The childminder is a positive role model to children. She instils good manners into children. For example, when children hand the childminder a toy, the childminder responds with 'thank you'. Children politely responded with, 'You are welcome.' They excitedly greet the inspector at the door and show her to their playroom, where they talk to her with confidence and invite her into their play.

The childminder offers a broad and balanced curriculum, making effective use of the indoor and outdoor environments. She plans activities to promote children's next steps in learning, following their interests to hold their engagement. The childminder expertly extends children's learning, introducing different areas of learning throughout each activity. For example, during a planned activity, children share the story of 'The Teddy Bears Picnic'. While reading the story, the childminder encourages children to find the picnic basket in the room and add the same foods that the bears were adding to their basket in the story. When finding cakes, the childminder encourages children to name shapes and count how many sides they have. Children work together to lay out the picnic blanket and discuss healthy food, while feeding their teddy bears they had brought from home.

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

- Parents and carers trust the childminder and feel confident that their children are very well cared for. The childminder carefully assesses children's development and takes time to talk with families, who share information about their children's progress. They work together on developing children's next steps in learning.
- The childminder has a good support network and works closely with other childminders and the local authority to ensure that she keeps up to date with new legislation and completes statutory training. However, the childminder has not considered how she can undertake further professional development to enhance the learning experiences of children attending the setting further.
- The childminder ensures that children receive a rich variety of experiences. For example, she takes them on trips to the local playgroups, soft play, woodland, parks, zoos and national heritage sites. The childminder uses these visits to help children learn about the world around them.
- The childminder educates children about the importance of living a healthy lifestyle. She provides them with nutritious meals and snacks. The childminder helps children to understand which snacks are healthy through discussion and their play. Children enjoy running and climbing trees in the woodland to help enhance their physical development. The childminder understands the

importance of oral hygiene and discusses this with children as they role play with a dentist set. Children pretend to be dentists, looking in each other's mouths.

- The childminder understands the importance of prompting children's independence in preparation for them starting school. For example, she encourages children to put on their own shoes and coats. However, the childminder does not consider how to promote this further, such as by encouraging children to wipe their own noses and to drink from open-top cups at mealtimes.
- The childminder knows the children well and plans around what they need to learn next. For example, some children are currently working on sharing and turn-taking. The childminder plans this into daily activities; however, this is not consistent. For example, when children want to play with the same teapot, the childminder asks children to wait, but does not ensure that they get a turn later. This did not emphasise the importance of turn-taking and sharing.
- Children have a good foundation to build a love of reading. They enjoy sharing books together, can access books independently and frequently enjoy trips to the library. This helps to develop children's early literacy skills.

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:

- introduce a more effective programme of professional development and continue to improve knowledge and skills to enhance the quality of teaching further
- provide further opportunities for children to increase their independence
- ensure consistency when developing children's social skills so that they understand the importance of sharing and turn-taking.

Setting details

Unique reference number	EY363716
Local authority	York
Inspection number	10380333
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 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	5 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in York. She operates all year round, from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides government funded childcare.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and 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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