

Childminder report

Inspection date: 23 April 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 creates a warm and nurturing environment in her home. She has a good understanding of risk and knows how to keep children safe, both in the home and on outings. Children feel comfortable with the childminder. They show affection towards her and seek her out for support. The childminder empowers children and encourages them to make decisions about their learning. For example, they discuss and work together about what they would like to do next.

The childminder has high expectations for children's behaviour. She works hard to ensure there are clear boundaries in place and children understand them. She is consistent and, as a result, children respect and understand the boundaries. The childminder supports children to understand why some rules are in place, such as why it is not safe to climb on chairs. She explains that they might fall and hurt themselves.

The childminder completes a range of assessments to monitor children's progress. Parents comment that their children have come on in 'leaps and bounds' in their development. The childminder has developed a curriculum to ensure children learn a range of skills before they move on to their next stage of learning, such as school or pre-school.

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

- The childminder knows each child well. She communicates with other settings and childminders that children attend. This helps to ensure that the childminder has a clear overview of each child and supports learning between settings. The childminder understands child development and when a child may need additional, or more specialist, support. She supports parents to seek this support. This means support can be put in place quickly for those who need it.
- The childminder plans a range of fun and engaging activities. Children enjoy baking. They know to take turns with the equipment to make shortbread. However, activities do not focus precisely on what individual children need to learn next. As such, children do not benefit from bespoke activities, which are tailored to their next steps in learning.
- The childminder has meaningful discussions with children to help develop their understanding of number within their play. For example, older children are challenged to develop their mathematical skills. They learn language to support their understanding of number, such as 'more' or 'less'. Younger children learn how to count smaller numbers. This is well sequenced to ensure children are building on what they have previously learned.
- The childminder engages in conversations with children. This helps to develop children's language. They discuss previous learning experiences, such as their

trip to a local aquarium. The childminder reminds children of what they saw, such as a starfish and a seahorse. At times, the childminder adds unnecessary word endings, such as 'fishy'. This does not teach children the correct pronunciation of words, particularly those who are just learning to talk.

- The childminder supports children's behaviour in a range of ways. She supports children to share and take turns with resources. During a game, she ensures each child has a turn with a fishing rod. As a result, children show high levels of respect for each other. For example, when a child does not like the colour fish they have caught, another child offers to switch with them.
- The childminder teaches children how to keep safe and healthy. She discusses risk with children and how to negotiate space safely. The childminder explains to children the importance of handwashing and children are learning to do this independently. Children are encouraged to take off their shoes when they enter the house. They show perseverance in doing this, even when they find it difficult.
- The childminder is committed to her own professional development. She regularly evaluates her practice and adapts her provision to suit children's different needs and to work around individual routines. The childminder has completed a range of online courses to ensure her knowledge remains up to date.
- Partnerships with parents are strong. Parents are happy with the updates they receive throughout the day. They talk about the warm and trusting relationship the childminder has made with their children.

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:

- refine the planning and delivery of activities and teaching opportunities to focus more sharply on what individual children need to learn next
- ensure the correct pronunciation of words when talking to children.

Setting details

Unique reference number	EY381823
Local authority	York
Inspection number	10392840
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 September 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Acomb area of York. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting.
- 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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