

Childminder report

Inspection date:

27 February 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder creates a warm welcoming environment where children make themselves at home. They confidently help themselves to the resources that they want to play with. They are very settled in her care. The childminder takes extra care to introduce the youngest children to her setting before they start school. Children rush to greet her as they come out of school. They hug their friends and siblings as they arrive. The childminder chats to school staff as she collects children. This informal conversation fosters positive relationships and creates a pleasant environment for children. It also means that important information can be passed on.

Conversation is at the heart of everything the childminder does. The children and the childminder chat happily all the way from school to her house. She gets to know the children well. She knows what they like to do and what they have been learning in school. Children confidently join in with the inspection process. They talk about how much they like coming to the childminder's house and being with their friends there. Parents confirm that the childminder knows their children intimately. They appreciate the support she provides on various levels.

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

- The childminder involves herself in children's school life. She encourages them to talk about which activity they chose as part of the 'Try it Tuesday' project at school. They chat excitedly about playing in the mud café with their friends. She knows what they are interested in and what they like to do. She praises them for their developing mathematical skills, particularly how well they use number blocks. Children are proud of being able to count to 15 in French because the childminder encourages them to show what they can do. There is good continuity in children's lives and in their learning.
- Children follow well-rehearsed routines that help to keep them safe. For example, they know that they have to stop at the gate and walk sensibly. Younger children automatically go to hold the childminder's hand when walking near the busy road. Their good behaviour further promotes their safety. They are used to listening to what she says and heeding her guidance.
- The childminder successfully supports children's positive behaviour. Children are confident and lively, yet well behaved and very polite. They say 'please' and 'thank you' to each other as they play or share their collecting cards. They also know that their contributions are valued, and that the childminder will listen to them. This creates a very pleasant environment. It also provides opportunity for open dialogue where children could raise any worries.
- The childminder keeps her house clean, hygienic, and suitable for childminding.

Children automatically go to wash their hands before having their tea. The childminder encourages them to enjoy being active in the fresh air. Children say that they like to play football in the childminder's garden when there is time after school. They enjoy playing in the paddling pool in the summer. The childminder also acknowledges that sometimes children need to rest and relax after school. Children sometimes chat quietly as they play with the playdough or watch television. Children laugh heartily together at the cartoon they are watching. The childminder successfully promotes children's physical health and their mental well-being.

- The childminder keeps important training such as paediatric first aid up to date. Although she has not attended much training recently, she prioritises research that is relevant to the older children she now mostly cares for. For example, she has kept up to date on various aspects of internet safety. She keeps local authority contact numbers handy should she need advice or support to keep children safe at home. Close links with the village school and parents further promote children's safety.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY426484
Local authority	North Yorkshire
Inspection number	10317089
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	4 to 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2011 and lives in North Duffield, Selby. She provides care Monday to Friday, before and after school hours, term time only. The childminder has an assistant registered to work with her if needed.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector accompanied the childminder to collect children from school. They spoke to the children about what they like to do with the childminder's and observed them taking part in activities at her house.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children.
- The inspector spoke to parents and older children who attend, their views were taken into account.
- The inspector saw all areas of the premises, indoors and out, that are used for childminding.

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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