

Childminder report

Inspection date:

26 September 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

Children develop strong attachments with the childminder. They readily seek her out for a cuddle, for example, when they are feeling tired. The childminder is quick to respond to them, which effectively promotes their happiness and emotional well-being. She prepares children for any changes in the daily routine, such as an invitation to a picnic at another childminder's setting. She talks to them about what will happen, to help them manage these changes with confidence. Children develop good social skills that help them make friends and cooperate with others. They learn to share popular resources and take turns as they play games together. The childminder takes children to local events where they can enjoy meeting and interacting with other children and adults.

The childminder builds time into the day to identify and support children's individual learning needs. She assesses what they know as she interacts with them and observes children as they independently play and explore. Children begin to gain the fundamental skills and knowledge they need to support them for their future learning. The childminder allows time for children to practise skills they have recently mastered, such as holding crayons effectively to support their early writing and physical development.

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

- The childminder is a good role model who has a consistently calm and caring manner. She helps children find ways to cope when they are upset or frustrated. Children begin to successfully manage their own feelings and understand how their behaviour can impact on others.
- Children become increasingly independent over time. They begin to master some of their essential self-care skills, such as putting on their coats and shoes. The childminder teaches children new skills, such as how to use a knife to cut fruit and vegetables. She praises children's efforts, which supports their self-esteem and confidence to attempt new challenges.
- Children's language skills are really well supported by the childminder. She engages them in conversations about home, for example a recent trip to the dentist. While playing together with a medical kit, she teaches children the names of unfamiliar devices, such as 'thermometer' and 'stethoscope'. Children enjoy repeating these words as they role play being doctors and dentists.
- The childminder plans her curriculum around children's developmental milestones. She provides resources that reflect some children's current fascinations, such as dinosaurs and cars. However, on occasion, the childminder is less effective in using strategies that fully engage all children in the activities she plans for them. Consequently, some children are not as excited to learn and develop their thinking skills.

- The childminder works closely with parents to ensure children's individual needs are supported between home and her setting. She has found effective ways of communicating with parents to nurture these partnerships. The childminder keeps parents well informed about their children's achievements. She provides parents with useful ideas to further support children's learning at home.
- The childminder demonstrates much commitment to her professional development. She accesses training and reads articles to support her in developing her skills and knowledge. She works closely with other local childminders to share good practice, and they plan regular events together.
- Parents are very pleased with the levels of service the childminder provides for families. They say their children look forward to coming to the setting. They praise the ways the childminder keeps them informed about their child's day and their progress over time. Parents feel reassured that their children are safe and happy in the childminder's care.
- Children learn about different ways they can promote their good health. The childminder teaches them about the importance of brushing their teeth. She explains to them that some foods, such as cheese and vegetables, help their teeth to be strong. Children know they need to wash their hands at appropriate times, for example before mealtimes.

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 strategies to help children fully engage in their learning, so they continue to be motivated to learn and develop their thinking skills further.

Setting details

Unique reference number	EY442535
Local authority	York
Inspection number	10354822
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	2 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 2012 and lives in New Earswick, near York. She holds an appropriate childcare qualification at level 3. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder 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 the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- 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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