

Inspection date	5 February 2015
Previous inspection date	28 August 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are motivated and keen to learn because the childminder uses good teaching strategies to extend children's learning through play and discussions. She maintains their focus on activities by introducing props and resources to stimulate their ideas and strengthen their learning.
- Children develop a good understanding of the importance of managing their own hygiene and personal needs so that they can begin to understand about health and hygiene, and learn to be independent.
- Children behave well because the childminder places a strong emphasis on celebrating effort and achievement. This effectively raises children's confidence and self-esteem and this has a positive impact on their emotional well-being.
- The childminder is keen to develop her service. She acts on advice and attends a lot of training to enhance her knowledge even further. Her plans for improvement are well targeted to strengthen her practice.
- The childminder has a good understanding of safeguarding procedures, which helps to protect the children in her care from potential harm.

It is not yet outstanding because:

- Opportunities for parents to share information about their children's achievements at home are not fully encouraged by the childminder so that children's learning is enhanced by consolidating and complementing experiences.
- Children do not have consistently rich opportunities to learn outdoors in the garden to explore and investigate the natural world to enhance their understanding of how things change over time.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the communication links with parents further, for example, by encouraging parents to share information about their children's experiences at home, to fully complement and extend their learning
- make the most of outdoor learning opportunities in the garden to support children to explore and investigate the natural world.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder throughout the inspection.
- The inspector had a tour of the areas used for childminding, including the lounge, kitchen, conservatory and she viewed the rear garden.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation form and took account of the views of parents through their written feedback. She also looked at a selection of risk assessments and policy documents including the safeguarding policy and procedures.
- The inspector completed a joint observation with the childminder. She also looked at the childminder's planning documentation, children's learning and development files and children's assessment records.

Inspector

Caroline Stott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of the childminder's teaching is good because she follows and extends children's individual interests. For example, she encourages children to match shapes in a story by asking them to find the same shape in the environment. The childminder offers natural materials for babies and young children to experiment with. This enhances children's sensory experiences and their exploratory play. These opportunities stimulate and reinforce children's learning. This aids their good progress in all areas of development and helps prepare them for their next stage of learning, such as school. Partnerships with parents are generally good. The childminder gathers detailed initial information from parents about their child and uses this information to plan for children's learning. She completes regular observations of children's play and knows how to implement the progress check for children aged between two and three years. However, there are opportunities to build on the communication links with parents and encourage them to regularly share information about children's accomplishments at home.

The contribution of the early years provision to the well-being of children is good

The childminder has formed warm, caring relationships with the children and they are happy, settled and relaxed in her care. This is a result of good introductory visits planned to support moves in to her home. This effectively supports children's emotional well-being. The resources are in good condition and are appropriate for the ages and stages of development of the children. The childminder fully understands how to ensure children's allergies are overseen and risk assessments for her home and outings are completed. She encourages children to wash their hands and she talks to them about why keeping their hands clean is important. They learn about risks and how to manage them. For example, the childminder talks through holding on while climbing the stairs. This, along with daily checks, ensures that risks to children in her care are minimised. However, the childminder occasionally misses opportunities to extend children's everyday outdoor play experiences to explore and investigate the natural world.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage and implements these into her practice. She has a secure understanding of how to safeguard children in her care. Clear tracking documentation is in place, which enables the childminder to establish children's starting points. She also systematically monitors the progress children make. This ensures she has an accurate understanding of the children's skills and abilities. The childminder demonstrates a positive approach to self-evaluation. She has addressed the recommendations from her last inspection, gained a level 3 childcare qualification and attends a lot of training to improve her practice. This shows a good attitude towards maintaining continuous improvement. The childminder understands how to work with staff and teachers when children attend other settings, to ensure continuity for children in their care, learning and play.

Setting details

Unique reference number	EY442535
Local authority	York
Inspection number	1003488
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	28 August 2012
Telephone number	

The childminder was registered in 2012. She holds an appropriate childcare qualification at level 3. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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