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| Inspection date | 24 February 2015 |
| Previous inspection date | 23 September 2008 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- The childminder evaluates her practice comprehensively and demonstrates a strong drive for improvement. Since the last inspection, she has completed a level 3 early years qualification. She successfully draws on this experience to enhance ongoing practice.
- The childminder has clear procedures in place to observe and assess children's progress, and to use this information to plan for their individual needs. As a result, children are making good progress in their learning and develop good concentration in readiness for school.
- The childminder uses effective teaching methods to support children in their learning. She gets down to their level and joins in with their chosen play, extending learning further. As a result, children are effectively challenged and motivated in their learning.
- Children are happy and content in the childminder's care and positive relationships promote their emotional needs well. The childminder engages well with the children and through her positive interactions, she supports them to be confident communicators.
- The childminder maintains a safe and secure environment for children and helps them to learn about keeping themselves healthy and safe. She completes daily safety checks and regularly reviews risk assessments to promote their welfare.

It is not yet outstanding because:

- The childminder, on occasion, does not allow sufficient time for children to answer questions and misses opportunities to extend their understanding of how things work.
- Children have fewer opportunities to develop some aspects of their early mathematical skills as, for example, there are few numbers displayed for them to refer to in their play.

What the setting needs to do to improve further

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

- enhance children's problem-solving skills by extending opportunities for them to work out how and why things work, and by allowing sufficient time for children to think and respond to questions
- provide more opportunities for children to develop their early mathematical skills, both indoors and outdoors.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children during their play outdoors and indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector saw the areas of the childminder's home that are used by children.
- The inspector discussed self-evaluation, action planning and children's learning with the childminder. She looked at a selection of children's records, planning information, suitability checks and qualification certificates.
- The inspector sampled a selection of written comments and feedback.

Inspector

Shirley Maynard

Inspection findings

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

The childminder knows children well and monitors their development carefully. She is clear about children's next steps in learning and skilfully incorporates these into ongoing, interesting activities. For example, children plant, grow and harvest their own vegetables, such as tomatoes, which they then use to make soup. These activities support children's physical development and their understanding of the world. As a result of the good-quality teaching, children's speech and language skills are constantly extended through discussions and sharing books together. Children were actively involved and responded confidently to questions, identifying what happened next and demonstrating good recall skills. In addition, children learn to recognise the letters in their names and in the environment from the many labels displayed. However, on occasion, the childminder does not maximise opportunities for children to count in similar activities, to extend their understanding of number. Children enjoy meeting other children in group situations and places of interest so they are well prepared for moving on to pre-school or school.

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

The childminder provides reassurance and meets children's care routines consistently. Children help tidy away the resources, and are supported in their personal care skills, such as washing their hands at appropriate times. As a result, children develop close and trusting relationships with her. The childminder uses constant praise to encourage children, building their personal, social and emotional development well. Children play freely, and the childminder uses good teaching techniques to support and extend children's learning. For example, they test out the properties of dough by prodding and squeezing it into shapes or by making snails. However, occasionally, the childminder jumps in too soon with the answer to a question and, therefore, does not give the children sufficient time to think or work out the answer for themselves. Children have opportunities to be active and their health is supported well.

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

The childminder demonstrates a robust understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has a strong commitment to developing her practice, with lots of ongoing training to further enhance her knowledge of good quality practice. Consequently, the childminder's capacity to continually improve is good. She has attended safeguarding training and understands how to follow procedures to keep children safe. For example, she practises regular fire evacuations with the children. The childminder speaks with parents about children's starting points when they begin in her care and keeps them very well informed of their child's progress, with summary reports each term. She evaluates her practice and regularly seeks the views of children and parents, reflecting their views in her planning. These partnerships fully support children's continuity of care and learning, and as a result, children are well prepared for their next stage in learning.

Setting details

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| Unique reference number | EY248548 |
| Local authority | York |
| Inspection number | 860294 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 23 September 2008 |
| Telephone number | |

The childminder has been registered since 1998 and lives in a village on the outskirts of York. She operates Monday to Friday all year round, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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