

# Childminder Report

**Inspection date**

24 April 2015

**Previous inspection date**

30 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

**This provision is good**

- The childminder's teaching is good, and sometimes outstanding. As a result, children make consistently good progress.
- The childminder provides a wide range of interesting and imaginative activities, which are tailored to children's individual needs. As a result, children are motivated and engaged in their learning.
- Children's safety and well-being are of paramount importance to the childminder. The childminder and her assistant have a thorough understanding of their responsibility to keep children safe from harm.
- The childminder establishes positive relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.
- The childminder reflects on the service she provides, evaluating her strengths and identifying areas to improve her practice very effectively.

**It is not yet outstanding because:**

- The good sharing of information with other settings that children attend, such as school and nursery, could be further developed to ensure even greater continuity of children's learning and development.
- On occasion, the childminder does not allow children time to think about and answer questions she has asked. As a result, opportunities for children to engage in conversation are very occasionally missed.

## What the setting needs to do to improve further

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

- strengthen the existing information sharing with the other settings that children also attend, in order to ensure maximum continuity in children's learning and development
- enhance the already good and varied questioning skills used by the childminder, to ensure that children are always given the time to think and respond, thereby fully supporting their early language development.

### Inspection activities

- The inspector observed activities in the areas of the house that are used for childminding.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and her assistant and discussed the childminder's self-evaluation and plans for development.
- The inspector looked at written testimonials and completed questionnaires provided by parents and carers.

### Inspector

Estella Champion

## Inspection findings

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

The childminder is qualified to level 3 and updates her knowledge and practice through further training. As a result, she has a very good knowledge of child development and how to support children's learning through play. Her observations and assessments of children's learning and development are exemplary. Consequently, she plans activities that are very well matched to the children's individual learning needs and interests. For instance, when children are playing with dried pasta shapes, she introduces bowls and spoons in order to help children develop the skills they need to use feeding utensils. The childminder supports children's early communication skills well. For instance, children enjoy choosing independently from a good selection of books and the childminder enthusiastically engages children with stories. However, children are not always given time to respond to the good variety of questions they are asked. Children are supported well to develop the skills needed for the next stage in their learning.

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

Children are cared for in a safe and welcoming environment. The childminder has a flexible settling-in system to ensure children become familiar with their new surroundings. She has developed effective methods to communicate with parents. As a result, the childminder is able to meet the needs of each child and support their emotional well-being. Children extend their social skills as the childminder takes them to different groups each week. Most toys are stored in low-level units. This enables children to help themselves to what they want to play with, developing their confidence and independence. Children are helped to develop age-appropriate responsibilities. For instance, they are helped to understand the importance of clearing away some of the toys after they have used them, to ensure that the environment remains safe. Regular routines, such as handwashing before meals, provide children with good opportunities to develop self-care skills and to learn about healthy practices to support their physical well-being.

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

The childminder successfully monitors the educational programmes to ensure that children make good progress. Through self-evaluation, she takes into account the views of children and their parents and uses this to reflect on the quality of her provision. This enables her to identify areas for development and plan for changes and improvements. For example, she has identified that she would like to develop her knowledge of how best to support children who have special educational needs or disabilities further. The childminder is aware of the benefits of sharing information with other providers in order to provide continuity of learning for children. However, her good efforts to establish information sharing with other settings could be developed even further. The childminder supervises her assistant very well, and encourages and supports his further training and development.

## Setting details

<b>Unique reference number</b>	EY423412
<b>Local authority</b>	York
<b>Inspection number</b>	852409
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	10
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 November 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in York. She operates all year round, from 5.30am to 5pm, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 3. She works with an assistant who is qualified to level 2. The childminder provides funded early education for two-, three- and four-year-old children.

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