

Childminder Report

Inspection date	15 May 2015
Previous inspection date	25 May 2011

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 uses good-quality teaching to support children in their next stage of learning. She joins in with their chosen play and extends their interests and learning further. Consequently, children are effectively challenged and highly motivated.
- Children's speech and language skills are extended through discussions. This is because the childminder interacts well with children. She continually talks to them, modelling sentences and language. Therefore, children become confident communicators.
- The childminder has a consistent approach to managing children's behaviour and parents appreciate this support. As a result, children behave well, display good cooperative skills when playing together and they learn to be kind and polite.
- Children learn about keeping themselves healthy and safe. The childminder talks through hand-washing routines and supports children to gain an awareness of how to manage risks. This helps children to learn in a safe and secure environment.
- Partnerships with parents are good. The childminder ensures they are well informed about their children's learning and development. Therefore, there is a cohesive approach to supporting children's learning at home and in the setting.
- Children are effectively safeguarded and protected from harm. This is because the childminder fully understands her role and responsibility in protecting children.
- The experienced childminder acts on advice and attends a lot of training to enhance her practice even further. This shows she has a good knowledge of her responsibility to implement the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- Occasionally, children cannot independently access a wide range of toys and resources, inside or in the garden. This is because of the way that some of the resources and toys are arranged and stored.

What the setting needs to do to improve further

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

- enhance the way that toys and resources are stored and displayed, in order to ensure that even the youngest children can make independent choices from a wide range of resources.

Inspection activities

- The inspector observed the childminder's interaction with children and spoke to her throughout the inspection.
- The inspector had a tour of the areas used for childminding, including the dining area, kitchen, upstairs toilet and the rear garden.
- The inspector checked evidence of the childminder's training certificates, including evidence of her suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation document and 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 childminder observes and assesses children to recognise their achievements and identify their next steps in learning. She follows children's individual needs and extends their interests to support their future learning. Consequently, children make good progress in all areas of development and are prepared for their next stage of learning, such as school. The childminder uses good-quality teaching skills to build on what children know and can do. Children are actively involved, answer questions and demonstrate good recall skills. They learn to recognise and write the letters in their names. Children confidently use mathematical and problem-solving skills in everyday routines and activities. This means children's early literacy, writing and numeracy skills are effectively supported.

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

The childminder provides a homely environment where children can freely make their own decisions about the activities they would like to do. As a result, children are self-assured and confident learners. The childminder regularly praises and encourages children throughout the activities, which promotes their self-esteem. This means children's personal, social and emotional development is effectively promoted. The childminder has many resources available. However, these are not always arranged and stored for young children to independently access with ease. This means children have to sometimes ask the childminder to pass things. For example, younger children ask for books to read because they cannot select their own choice from the shelves. Children are developing the skills and attitudes they need for when they start school. For example, they learn to wash their hands independently and put on their coats and shoes. Children enjoy playing in the outdoor area, which ensures they are physically active and learn to take appropriate risks. The childminder makes good use of amenities within the local community and attends regular activities, such as toddler groups and soft-play sessions. These opportunities enable children to socialise and mix with others supporting their emotional well-being.

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

The childminder assesses and tracks children's progress and completes the progress check for those aged between two and three years. This ensures she has an accurate understanding of children's skills and abilities. The childminder works with parents and teachers when children attend other settings, to ensure continuity for their learning and play is in place. This means children are well prepared for moving on to pre-school or school. Parents are complimentary about the childminder and the service she provides. The childminder has made improvements to her service since her last inspection, such as ensuring accidents are documented and parents sign to say they have seen these. This ensures children are safe and their well-being is supported at all times. Children benefit from knowledge that is up to date because the childminder regularly attends training.

Setting details

Unique reference number	313274
Local authority	Kingston upon Hull
Inspection number	937681
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	25 May 2011
Telephone number	

The childminder was registered in 1992. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

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