

Childminder Report

Inspection date

18 May 2015

Previous inspection date

14 December 2009

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

- Children are making good progress in their learning and development as the overall quality of teaching is good. The childminder uses daily routines and activities well to support children to develop key skills in readiness for school.
- The childminder has a clear understanding of child protection procedures to follow should she have concerns about a child in her care. Effective risk assessments and daily visual checks help to keep children safe.
- Children clearly enjoy their time with the childminder and engage well with her. They are able to explore and discover new things, as the childminder provides a good range of easily accessible, interesting and stimulating experiences for them.
- The childminder effectively reviews and evaluates the service provided, to identify targets for continuous improvement. A recently achieved childcare qualification and plans to attend further training support the childminder to provide good quality care and learning opportunities for children.
- The childminder has developed effective partnerships with parents. Children's development is discussed in detail and their individual care needs and emotional well-being are supported well. Parents share positive comments about the care and learning provided to their children.

It is not yet outstanding because:

- The childminder does not always extend children's thinking skills and language development. She occasionally, misses opportunities to use further questioning to enhance children's knowledge, understanding and communication.
- Opportunities for children to fully understand their feelings and manage their behaviour are not consistently promoted, for example, as they learn to share resources.

What the setting needs to do to improve further

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

- develop children's communication and thinking skills even further, for example, by making more effective use of questioning techniques that encourage children to think and engage in conversations
- support children more effectively to manage their own feelings and behaviour, for example, by helping them to share and take turns fairly.

Inspection activities

- The inspector had a tour of the areas of the home used for childcare.
- The inspector observed the childminder and the children playing in the dedicated play room.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a range of the childminder's documentation, including evidence of suitability, qualifications, policies and children's learning records.
- The inspector discussed and evaluated an activity with the childminder.
- The inspector acknowledged the views of parents through written responses to questionnaires.

Inspector

Lindsay Dobson

Inspection findings

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

The childminder has effective systems in place to assess children's starting points and ongoing learning and development. She engages well with parents to establish what children enjoy and can do at home, and observes them during their play and learning. This information, alongside children's interests, is used to effectively plan learning opportunities. This supports children to make good progress in preparation for the next stage in their learning. Due to the good support and teaching provided by the childminder, all children are confident and independent learners. The childminder is fun and engages well with children during their play. For example, she encourages them to choose props from the song bag. These are linked to familiar songs, which they all sing, joining in with the actions. The childminder models language effectively, introducing children to a wider range of vocabulary. However, she sometimes misses opportunities to build on these skills and encourage children to think for themselves. For example, she does not always sustain conversations or ask questions, which encourage children to give their own thoughtful responses.

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

Children enjoy their time in the childminder's care and develop a good sense of belonging. The childminder encourages children to socialise and, as a result, they grow in confidence, supporting their physical and emotional well-being. Children show good levels of concentration. For example, they make healthy food choices from pictures and then practise cutting these out with scissors. The childminder praises children and they are proud of their achievements. The childminder ensures varied and challenging resources are set out to welcome children and match their interests. For example, children use their imaginations well as they role play with the dolls and associated resources. However, on occasion, the childminder does not help children to manage their own feelings and behaviour, particularly with regard to sharing toys and seeking attention. This means there are sometimes minor disagreements between the children. The childminder works with parents to provide nutritious meals and snacks. Children develop good physical skills as they enjoy regular time in the garden, parks and at childcare groups.

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

The childminder is committed to her professional development and to the continual improvement of her provision for children. She has gained a childcare qualification to further inform and improve her practice. Children's development records are used well to review and demonstrate the good progress they are making. The childminder has a very good understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. She is well organised in her provision and has clear policies and procedures, which underpin her good practice. The childminder has recently moved home. She now provides a dedicated play room for children, which has a positive effect on their learning as they make independent choices about their play.

Setting details

Unique reference number	EY393098
Local authority	York
Inspection number	859495
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14 December 2009
Telephone number	

The childminder was registered in 2009 and lives in the Acomb area of York. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

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