

Childminder Report

Inspection date

1 June 2015

Previous inspection date

13 September 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

- Teaching is good because the childminder fully understands how to promote children's learning. She focuses children's attention on activities by re-shaping tasks and explaining features and facts. This helps children to listen and talk, promoting their language and communication. This effectively challenges their thinking skills further.
- Partnerships with parents are secure. Parents are kept well informed about their children's progress and contribute to their child's learning. As a result, children make good progress in their learning and development from their starting points.
- Children freely select their own choice of resources from the welcoming, well-resourced and stimulating playroom. This effectively raises children's confidence and independence.
- The experienced childminder and her assistant have a very good attitude to continuous improvement. They have both embarked on a degree. This shows their commitment to their professional development to improve outcomes for children.
- Children are effectively safeguarded and protected from harm. The childminder and her assistant fully understand their role and responsibility in protecting children.
- The childminder has a good knowledge of her responsibility to implement the requirements of the Early Years Foundation Stage. She understands how children learn and monitors children's progress closely. As a result, she has a secure understanding of children's skills, abilities and progress.
- The childminder has a very good awareness of working alongside other professionals, such as at other settings children also attend. Therefore, children are prepared for the next stage of their learning, such as school.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities in the outdoor area to fully support children's early literacy and numeracy skills.

What the setting needs to do to improve further

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

- enhance the planning for outdoor learning, so that it links more closely with the good activities provided indoors, to allow children more opportunities to explore and extend their literacy and numeracy skills.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder, her assistant and the children throughout the inspection.
- The inspector had a tour of the areas used for childminding.
- 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 sampled a range of documents, including a selection of policies and procedures, and risk assessments.
- 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 uses good quality teaching skills to build on what children know and can do. Children are actively involved, fully engaged, and speak and talk in a range of situations. They answer questions and express themselves effectively. For example, older children are supported to understand a joke because she explains the different meanings of the two words that sound the same. This effectively challenges children's thinking and introduces new ideas, extending children's learning. She observes and assesses the children to recognise their achievements and identify the next steps in their learning. Children are encouraged to recognise and write their name and make patterns indoors. However, the childminder does not maximise opportunities to enhance children's interest in letters, words and numbers in the garden. For example, she does not fully plan how she is to use the outdoor area, so that it links to the activities planned indoors, such as promoting early-writing skills. This means, sometimes, the outdoors is not used as well as possible, to promote children's mathematical and literacy skills even further.

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

The childminder's home is safe and welcoming. She works with parents to ensure children manage the changes between home and the setting, and other settings they attend. This helps children to settle quickly and move between their home and the childminder's care smoothly. The childminder acts as a good role model as she effectively manages children's behaviour. Mealtimes are sociable occasions, when the childminder and children sit and chat together. For example, they talk about the healthy fruit and vegetables they have, and discuss plans to observe the life cycle of a butterfly. This enhances children's physical well-being and understanding of the world around them. Children are developing the skills and attitudes they need for when they start school. For example, they are encouraged and supported to take off their shoes. This promotes children's independence and cooperation.

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

The experienced childminder holds a level 4 childcare qualification and regularly attends training, putting this into practice. This means the childminder continually improves the quality of her service. She supervises and supports her assistant, and is fully aware that the skills and knowledge of her assistant are to be kept up to date. For example, she ensures her assistant attends safeguarding training. A range of policies and procedures are implemented and reviewed, which creates a safe and secure environment for the children. The childminder and her assistant have a secure knowledge and confidently discuss child protection issues. As a result, they know who to contact and the procedure to follow if they are worried about children's welfare. The childminder knows where to seek advice and support if she is concerned about a child's development. She has addressed the recommendations from the last inspection and completes a daily register of children's attendance. Systems for the effective monitoring and evaluation of the childminder's provision are in place to sustain continued improvement.

Setting details

Unique reference number	313313
Local authority	Kingston upon Hull
Inspection number	934510
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	13 September 2011
Telephone number	

The childminder was registered in 1993. She holds an appropriate childcare qualification at level 4. The childminder works occasionally, alongside one assistant, who holds an appropriate childcare qualification at level 3. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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