

Childminder Report

Inspection date

13 July 2015

Previous inspection date

8 April 2010

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 is skilled at providing children with experiences to stimulate and challenge them. As a result, they make good progress in relation to their starting points.
- Older children develop the key skills they need for school, such as reading, writing and numeracy. This is because the childminder uses opportunities in their play to extend their learning in a fun environment.
- The childminder is a very good role model for children and offers praise for all of their efforts. Consequently, children are caring towards each other and they are very well mannered.
- The childminder helps children to develop independence and confidence. This has a positive impact on their emotional well-being.
- There are highly effective partnerships in place with all those involved with the children, such as schools, parents and other professionals. This helps to promote continuity of care and learning for children.
- There are robust procedures in place to record and report concerns about children's welfare. The childminder understands her role to protect children from harm and keep them safe.

It is not yet outstanding because:

- The childminder, on occasion, misses opportunities to further extend the youngest children's conversation skills. This does not fully support them to make the best possible progress in this area of their communication and language development.

What the setting needs to do to improve further

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

- improve further the teaching methods used to help the youngest children to make rapid progress in their communication and language development.

Inspection activities

- The inspector spoke to the children and childminder at appropriate times throughout the inspection.
- The inspector toured the premises used by children during the inspection and observed children's activities.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at documents, including a selection of policies, children's assessments records and checked evidence of the childminder and her assistant's suitability.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector obtained the views of parents through written feedback.

Inspector

Michelle Lorains

Inspection findings

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

The quality of teaching is consistently good because the childminder has a thorough understanding of how children learn and develop. Consequently, children are keen and enthusiastic to take part in activities. For example, the childminder carefully puts together boxes of resources which are based on children's individual interests and their next steps in learning. Children enjoy using picture and word cards to retell their favourite stories in sequence. The childminder encourages them to learn how to count items from the story more slowly to increase their accuracy with numbers. However, there are times when the childminder misses some opportunities to support the youngest children's conversation skills. This does not fully encourage their communication and language development. The childminder completes precise assessments of children's progress, including the progress check when children are aged between two and three years. There are effective partnerships in place with parents, and the childminder regularly shares information about children's learning with them. This helps parents to feel involved.

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

The childminder provides children with a range of stimulating and interesting resources indoors and outdoors. Children are encouraged to choose activities independently and the childminder has labels and picture cards to show children what is available to them. They develop an awareness of safety as the childminder encourages them to manage small risks for themselves while she carefully supervises. The childminder teaches children about what contributes to a healthy lifestyle. For example, children help to wash their fruit for snack and say this is because they come from plants which the bugs live on. The childminder has effective procedures in place to help her get to know children. Consequently, children have clear bonds with the childminder and she is able to respond and meet their care needs very quickly. The childminder helps children to be emotionally well prepared for the next stages in their learning. For example, she attends school visits with children and speaks to parents about consistency with toilet training.

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

The childminder is dedicated to maintaining high standards of care, learning and safety for children. For example, since the last inspection the childminder has used her self-evaluation to reflect on ways to improve her practice and provision. This has had a positive impact for children, as the childminder now uses assessments to monitor their progress and is more able to identify gaps in plans for their learning. The childminder is registered to work with an assistant, however, this is in place for emergencies only. The childminder has verified her assistant's suitability to have contact with children by obtaining a Disclosure and Barring Service check. The childminder has Early Years Professional status and ensures her skills are up to date by using a professional development programme. This has a positive impact for children as they benefit from the new skills the childminder develops, which contributes to their good progress.

Setting details

Unique reference number	EY345349
Local authority	York
Inspection number	863086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	8 April 2010
Telephone number	

The childminder was registered in 2006. She lives in the Clifton Moor area of York. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has Early Years Professional Status and is registered to work with an assistant.

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