

# Childminder Report

**Inspection date**

30 September 2015

Previous inspection date

7 June 2010

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The well-qualified childminder has a very good understanding of the requirements of the Early Years Foundation Stage. She uses her knowledge to plan challenging activities, appropriate to the individual needs of children.
- The childminder engages effectively with parents. Children's learning is shared with parents on a regular basis, enabling this to continue at home. Parents praise the childminder for her support of the whole family.
- Children form secure attachments to the childminder and their very good behaviour shows that they feel safe and secure in her care. The childminder builds positive relationships with them, which helps them to feel special and valued.
- All children make good progress from their starting points. They are learning to be independent as the childminder provides many opportunities for them to manage age-appropriate tasks.
- Children are provided with a wealth of rich and stimulating resources to develop their imagination skills. Children are motivated to learn and are deeply engaged in their play. They develop their own storylines throughout activities and play cooperatively as part of a group.

### It is not yet outstanding because:

- The childminder has established links with other early years providers that children also attend. However, information detailing children's learning needs is not always exchanged to ensure all those involved are fully aware of children's emerging skills and abilities.
- The childminder has not considered further ways to enhance her programme of continuous professional development.

## What the setting needs to do to improve further

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

- strengthen ways to extend the links with other early years providers so that detailed information is regularly exchanged and helps all those involved to have a better understanding of children's emerging skills and abilities
- increase ways to further enhance knowledge and develop first-rate teaching practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector spoke to the childminder at convenient times. She looked at relevant documentation, including the self-evaluation and evidence of the suitability of adults within the household.
- The inspector took into account the views of parents during the inspection and spoke to the childminder and children at convenient times.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder tracks and monitors children's progress and identifies any areas where they may be less secure in their development. She plans activities based on their interests and next steps in learning. This has a very positive effect on the overall quality of care that she provides. The arrangements for safeguarding are effective. The childminder assesses potential risks in the environment and offers gentle reminders to children to raise their awareness of managing their own safety. The childminder has a robust safeguarding policy in place and demonstrates a good understanding of the procedures to follow should she be concerned about the welfare of a child. The childminder evaluates her practice and captures the views of children and parents to make ongoing improvements. However, her professional development focuses on essential aspects of training, rather than being specifically targeted at developing first-rate teaching skills.

### Quality of teaching, learning and assessment is good

The quality of teaching is strong. The childminder regularly undertakes observations of children's learning and ensures that assessments are completed. This includes the required progress check for children aged between two and three years. The childminder is skilled at following the interests of children when providing activities to promote their learning. She demonstrates how to use things and she sits alongside the children, asking well-timed questions to extend their listening and thinking skills. The childminder also uses these opportunities to help children to count and use numbers within their play. The childminder has developed links with other providers and attends regular group activities, which helps to promote children's social development. However, the childminder has not fully considered sharing more detailed information with other providers so that there is a shared knowledge about children's abilities.

### Personal development, behaviour and welfare are good

The childminder acts as a positive role model. She is enthusiastic in her approach and offers regular praise and encouragement throughout children's play. Children use good manners and show respect for one another. The childminder promotes healthy lifestyles and ensures that good hygiene practices are followed. Children are provided with healthy food and drinks and mealtimes are a fun and sociable experience. Children's independence skills are well promoted. Children eagerly participate in basic tasks, such as helping to set the table for lunch. The childminder alternates these tasks to ensure that all children are included. There are many opportunities for children to develop their physical skills. Children have regular access to outdoors and take part in physical activities.

### Outcomes for children are good

The childminder talks to children about the letters they hear as they begin to write their own name. She constantly engages children in conversation, so they develop good communication skills. This helps to promote their self-confidence. These skills help to support children's future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	EY233901
<b>Local authority</b>	York
<b>Inspection number</b>	855806
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 June 2010
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in York. She operates all year round, from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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