

# Childminder Report

**Inspection date**

2 October 2015

Previous inspection date

5 July 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 childminder has high expectations for what the children can do and provides them with activities that ignite their imagination and creative skills. These meaningful activities set good levels of challenge and support children to make good progress.
- The childminder provides a homely and welcoming provision. Children's emotional well-being is supported extremely well and they display close attachments to the childminder. Children are confident and freely explore their environment.
- The childminder is proactive and works well in partnerships with other providers to share best practice and knowledge. This has a positive impact on the quality of her teaching.
- The childminder establishes effective partnerships with parents and other professionals to ensure children benefit from consistency and continuity in their learning and care.
- Children participate in age-appropriate tasks, such as helping to prepare activities and tidy away resources. This supports children's independence skills and assists in preparing them for school.

### It is not yet outstanding because:

- Children do not have the very best opportunities to use, explore and learn how a variety of technology can be used for different purposes.
- The childminder gathers information from parents to contribute to the development of her provision, however she does not yet effectively use this information to target further development.

## What the setting needs to do to improve further

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

- increase opportunities for children to learn about and use a variety of technology for different purposes
- build on existing good strategies for obtaining views from parents to precisely target further development.

### Inspection activities

- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation and evidence of the suitability of adults living in 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 displays a good understanding of the statutory and other government requirements. The arrangements for safeguarding are effective. The childminder has a secure knowledge and understanding of safeguarding issues. She confidently describes possible indicators of abuse and knows what to do if she has any concerns about a child's welfare. The childminder attends regular training to update her knowledge. This has a positive impact on her teaching practice. She reviews children's progress to identify any gaps in their learning which enables her to plan appropriate support. The childminder demonstrates the capacity to continuously improve over time. However, she does not always successfully review the information from parents to target further development.

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

The quality of teaching is strong. The well-qualified childminder uses her experience and skills to teach children effectively. She sensitively plays alongside children, offering ideas to extend children's play even further. Children are given time to develop their thinking skills and to find solutions to problems they encounter during their play. The childminder's observations and assessments of children's development are accurate. She has a clear understanding of children's skills, abilities and progress, and successfully identifies what they need to learn next. The childminder provides a variety of well-planned activities that fully support children's learning. Children show high levels of imagination during art and craft activities and when acting out roles and as they play with small-world figures. The childminder uses this opportunity to support children's mathematical skills. For example, children are encouraged to recognise colours, shapes and compare numbers. Children take an interest in exploring resources and learn how they can make things work. Nevertheless, children do not have enough opportunities to learn about, and explore, technology.

### Personal development, behaviour and welfare are good

Children settle well in the childminder's home as they feel secure with her. She understands and values their individual needs well. The childminder is enthusiastic and regularly offers praise and encouragement throughout the day. This develops children's confidence and self-esteem. Children are well behaved and are deeply absorbed in the highly interesting activities on offer. The childminder provides opportunities to support the development of children's social skills. Children form friendships, learn to share, take turns and respect differences. Children's good health is successfully promoted. They are provided with lots of opportunities to be physically active and enjoy healthy meals and snacks. The childminder takes children on regular group outings in the local area, such as to the park.

### Outcomes for children are good

Children make good progress in relation to their starting points. They learn to become independent and build their confidence in managing tasks for themselves. They are developing the curiosity and self-motivation which equips them well with the skills they need to progress to the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY403381
<b>Local authority</b>	York
<b>Inspection number</b>	850501
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 July 2010
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in York. She operates all year round from 7.30am to 6pm, Monday to Friday, except 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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