

# Childminder Report

**Inspection date**

15 December 2015

Previous inspection date

16 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 is skilful at engaging children and providing many learning opportunities through a wide range of activities, resources and experiences. She regularly uses facilities in the community to encourage the children to explore the world around them and make sense of their surroundings. Children make good progress in their learning.
- Children are provided with opportunities to develop their physical skills and learn about a healthy lifestyle. For example, children regularly undertake Forest School sessions in the local woodland, they attend to their own plants in their organic allotment and use the local park.
- Children happily and independently make their own choice of resources to explore as they move around the childminder's home and garden. This helps children to gain confidence to try new things and develop their own learning further.
- The childminder is keen to provide a high-quality provision for the children and their families. She regularly evaluates her practice and undertakes professional development to improve it further, which includes regular training and working alongside other providers to share knowledge.

### It is not yet outstanding because:

- Opportunities for children to meet their own care needs are missed through the routines of the day, such as handwashing and wiping their own noses.
- The childminder misses opportunities to focus on children's identified next steps and provide suitable challenge to support even further learning.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to meet their own care needs and develop self-help skills further
- improve focused and suitable challenges for children and support the development of their identified next steps in learning.

### 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 discussed with the childminder how she evaluated her practice.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the self-evaluation and a range of policies and procedures.
- The inspector took account of parental views and feedback.

### Inspector

Katharine Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Partnerships with parents are good. Parents are involved in assessing what children know and can do, and they provide feedback and ideas for the childminder to improve her practice further. The childminder shares information about children's progress with other providers, as they work together to support children to be emotionally ready for the next stage of their education. Children have access to a wide range of resources which supports all areas of learning. The childminder helps support children's awareness of different cultural events through interesting and engaging activities. For example, having their own march on Remembrance Day and discussing its meaning to help children make sense of their experience. The arrangements for safeguarding are effective. The childminder knows who to contact if she has concerns about a child. Checks and monitoring are in place to ensure that the premises are suitable and that children can access resources safely. Rules and guidance are in place to help them learn to keep themselves safe.

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

Teaching is good and children are developing well. For children whose starting points are lower, engaging activities are planned to support them further and gaps in learning are closing. Children explore activities together and gain further understanding through discussion and skilful questioning about what they are doing. The childminder provides advice and guidance to the children while they play to help them achieve. The children develop their communication and language skills, physical skills and social skills as they play alongside the childminder. She promotes appropriate rules and encourages children to follow instructions and to take turns. She questions the children to encourage them to share their ideas and knowledge with each other. Children use their physical skills to create their own decorations. They count the rings of the decorations and talk about similarities and differences in their work.

### Personal development, behaviour and welfare are good

The childminder has good relationships with children and knows them well. She understands and meets their care needs and knows their interests. Children's behaviour is good and they are developing their social skills as she encourages their empathy for each other. She allows the children opportunities to negotiate with each other and she intervenes calmly, where required, if any conflict occurs. Achievement and effort are encouraged and rewarded with celebrations, and children demonstrate that they are motivated to learn. Children grow their own organic vegetables and get regular exercise outdoors which help them enjoy and learn about healthy lifestyles.

### Outcomes for children are good

Children progress well in the areas of learning in line with expectations for their age and stage of development. They are well prepared for the next stage in learning or the move to school.

## Setting details

<b>Unique reference number</b>	EY217043
<b>Local authority</b>	York
<b>Inspection number</b>	848178
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	9
<b>Number of children on roll</b>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 June 2009
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Nether Poppleton, near York. She operates all year round from 7am to 6pm, Monday to Friday, term time only. The childminder holds an appropriate qualification at level 3.

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