

# Childminder Report

<b>Inspection date</b>	11 February 2016
Previous inspection date	12 October 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's quality of teaching is good. She understands how children learn and develop. The childminder is well organised and undertakes detailed observations and assessments of children's learning. This information is used well by the childminder and supports all children to make good progress from their starting points.
- Children benefit from interesting and stimulating experiences that engage them and build on their interests. They are confident and show a good level of independence for their age. Children show high levels of curiosity and imagination in their play.
- Children build strong attachments with the childminder and co-childminder. This ensures that they are settled and happy in the provision. Children's behaviour is good. This promotes a secure basis from which they learn.
- The childminder is well informed. She has a good knowledge of the statutory and other government requirements, child development and the areas of learning, which she translates effectively into practice. She manages her provision well.
- Partnerships with parents are well established and make a strong contribution to meeting children's needs. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.

### It is not yet outstanding because:

- Occasionally, older children answer for the younger children. The childminder does not give younger children enough time to think about and answer her questions for themselves.
- The childminder does not maximise opportunities to share information about children's learning and development with other providers, to secure continuity of experiences and learning between the settings.

## What the setting needs to do to improve further

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

- enhance questioning skills and give younger children more time to think and use their language effectively
- build on the partnerships with other early years settings that children also attend and share information about their learning and development.

### 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 had a tour of the areas used for childminding. She also walked with the childminder to take children to another setting.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of her suitability and the suitability of all people living and working on the premises.
- The inspector looked at the childminder's self-evaluation form and a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector completed a joint observation with the childminder and assessed the impact this has on children's learning. She also looked at the childminder's planning documentation, children's learning and development files and their assessment records.
- The inspector took account of the views of parents by reading their written feedback.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection procedures. She knows the signs and symptoms of possible abuse and how to record and report any concerns regarding children's welfare. The childminder organises her setting well and has a professional approach to her work. All of the required documentation is in place. Policies and procedures are reviewed annually with her co-childminder. These are shared with parents, promoting consistency. The childminder evaluates her provision. She seeks the views of parents through regular questionnaires and receives very complimentary feedback about the provision. The childminder has a clear ambition to improve the service further and build on her already good practice. She uses many networking opportunities and completes regular training that increases her knowledge and skills. The childminder has successfully addressed the recommendations from her previous inspection, which reflects her commitment to continual improvement.

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

The childminder completes regular observations of children's learning and development. She identifies their next steps in learning and completes regular assessments to monitor children's progress in all areas. The childminder offers children a good range of interesting activities, resources and experiences that captures their curiosity. This helps children to be highly motivated learners. The childminder provides opportunities for children to repeat activities they have previously enjoyed. This consolidates and reinforces their learning. She consistently talks to children and engages them in conversation about what they are doing. Children are developing their mathematical understanding. They chat with the childminder about numbers, shapes and quantities during their play. This helps older children gain an understanding of early mathematical concepts, such as measuring.

### Personal development, behaviour and welfare are good

Settling-in procedures ensure children settle quickly. Partnerships with parents are good. The childminder gains information from parents to support and meet children's needs. This enables her to follow children's home routines and care practices well. The childminder ensures children are safe and secure, they are supervised at all times and risks are effectively managed. The environment, indoors and outdoors, is welcoming and well resourced. Children develop good social skills and interact well with other children. Children use manners and their behaviour is good. The childminder has consistent boundaries in place and praises children for their efforts so they feel valued. The childminder successfully promotes children's health and well-being. They regularly participate in outside play and enjoy a good range of healthy snacks. Children manage their personal needs well, according to their age and stage of development.

### Outcomes for children are good

Children make good progress. They are keen and interested learners. Children show readiness for the next stages in their learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY407192
<b>Local authority</b>	York
<b>Inspection number</b>	850811
<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>	1 - 8
<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>	12 October 2010
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in York. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She works with another registered childminder.

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