

# Childminder Report

**Inspection date**

15 March 2016

Previous inspection date

21 July 2011

<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 provides a child-centred environment in which all children thrive and make good progress. She ensures resources are where children can easily reach them so that they can select these according to their interests and further develop their independence.
- Children have clearly formed secure attachments to the very nurturing childminder, helping to promote their emotional well-being. Their individual care needs are met extremely well through close consultation with parents.
- The childminder establishes very good relationships with parents. They value her knowledge and understanding of early years education. The childminder has established very good relationships with other settings children attend. This helps to create continuity in children's care and learning.
- The childminder is a good role model. She manages children's behaviour in a calm and consistent manner. Children are provided with clear, age-appropriate boundaries which help them to understand what acceptable behaviour is.
- The childminder is passionate about her role. She demonstrates a strong commitment to her professional development. She frequently accesses training opportunities to continually develop her knowledge and skills. She uses her expertise to provide an extensive range of exciting and motivating learning experiences for children.

### It is not yet outstanding because:

- Parents speak highly of the service the childminder provides, although, she has not explored more ways of actively engaging them to contribute to the evaluation of her setting, in order to drive improvement.

## What the setting needs to do to improve further

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

- explore further opportunities for parents to share their views and ideas, when evaluating the service offered, to further drive improvement.

### Inspection activities

- The inspector toured the premises and observed teaching and learning activities indoors.
- The inspector viewed regulatory documentation, including evidence of the suitability for all household members, children's details, learning files and a sample of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the childminder and discussed children's learning and development with her.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written references and questionnaires from parents.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder regularly updates her knowledge about the signs and symptoms of abuse. She is clear about the procedures to follow should she have any concerns for a child's welfare. The childminder minimises potential hazards in her home and garden in order to protect children from harm. All relevant documentation is shared with parents and policies are consistently implemented into practice, helping to promote the safe and efficient management of the setting. All records are stored securely and confidentially. Overall, the childminder works well with parents and is very successful in engaging them in their children's learning. She uses a variety of methods to keep parents well informed of their children's development and the activities they engage in. This supports continuity in children's learning between home and the childminder's setting.

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

The well-qualified childminder has high expectations for all children and uses her accurate assessment and tracking system to identify the next steps in their learning. This helps to support children's development across all areas of learning. Teaching is good and sometimes outstanding. The childminder encourages children to think critically, solve problems and persevere with tasks. High priority is placed on developing children's communication and language skills. Younger children's interest in stories and the written word is supported well. The childminder reads out loud and points to illustrations to help children understand what is happening, helping to accelerate their developing vocabulary. Children demonstrate very good early mathematical skills. For example, they confidently count objects, alongside the childminder, during planned activities and compare the size of objects that they are playing with.

### Personal development, behaviour and welfare are good

Children eagerly play alongside each other, help tidy away toys and learn how to care for the play equipment. The childminder's praise and reassurance help to boost their confidence and self-esteem. Children are provided with nutritious meals and snacks. They follow good hygiene routines and talk confidently about the reason why it is necessary to wash their hands before meals. Children have many opportunities to be physically active. They access the childminder's garden and make regular visits to local parks. This helps to support their good health and physical well-being. Children benefit from many opportunities to learn about the local community and wider world. This helps them develop very good social skills and an excellent awareness of themselves and others.

### Outcomes for children are good

Children are progressing well across all areas of learning in accordance with their age, stage of development and capabilities. Children are inquisitive and motivated learners and are acquiring the key skills required for their next stage in learning, including their future move to nursery or school.

## Setting details

<b>Unique reference number</b>	400998
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	847881
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 July 2011
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Marton cum Grafton, near York. She operates Monday to Thursday, from 8am to 5.15pm, term time only. The childminder holds an appropriate early years qualification at level 3 and provides funded early education for three- and four-year-old children.

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