

Childminder Report

Inspection date

22 April 2016

Previous inspection date

8 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children are confident and independent. They benefit from a wide range of play resources to support their learning and development. There are interesting and stimulating environments that motivate children to freely explore.
- The childminder understands how children learn. She supports all children to make good progress through activities that engage them and build on their interests.
- Partnerships with parents are good. Parents contribute information about their children's learning and development at home. This means children's learning is coordinated well.
- Children build secure attachments with the childminder. This ensures that they are settled and happy in her care. Children behave well. She provides clear guidance for children about what is acceptable behaviour.
- The childminder places a high priority on supporting children's communication and language skills. She talks through what they have done and what they are doing. She reinforces specific words to clarify their language and extend their vocabulary.
- The childminder is keen to develop her service. She acts on advice and her plans for improvement are well targeted to strengthen her practice. The views of children and parents are gained and used to evaluate her provision. Their feedback is very positive.

It is not yet outstanding because:

- Information sharing between settings children attend is not fully effective in supporting continuity in learning experiences between settings.
- The childminder does not have a targeted programme of professional development in place to help raise the quality of teaching further.

What the setting needs to do to improve further

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

- build on the partnerships with other early years settings, so that information about children's learning is regularly shared to secure continuity of experiences and learning for the children between the settings
- strengthen professional development to raise the quality of teaching further and help accelerate children's progress.

Inspection activities

- The inspector observed the childminder's interaction with the children. She spoke to the childminder throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also took account of the views of parents through discussion and their written feedback.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living 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. She also looked at the childminder's planning documentation, children's learning and development files and children's assessment records.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibilities for children's well-being and knows how to identify and report concerns she may have. She creates a safe environment for children to play in and supervises them well. The childminder effectively implements a wide range of written policies and procedures that supports her good practice. She is qualified and uses her knowledge well to monitor children's progress effectively. Since her last inspection, she has undertaken training on the early years foundation stage. She has successfully addressed the recommendations from her last inspection. The childminder has developed initial links with some other early years settings children also attend. However, there are opportunities to extend these further.

Quality of teaching, learning and assessment is good

The childminder regularly observes children as they play, identifying and supporting their next stages in learning effectively. She ensures that assessments of children's progress are shared with parents to keep them well informed about their learning. The quality of the childminder's teaching is good. She uses a wide range of resources well to engage and excite children in their learning, for example, they enjoy a story, each with a copy of the same book. They find matching animals and make the animal sounds. This successfully supports their understanding of the world and their interest in reading. The childminder builds on what children know as she makes links to past experiences. Children answer questions and respond in a range of situations, showing how well they listen and understand what others say. Children are articulate and express themselves effectively. The childminder fosters children's interest in letter sounds and mark making, promoting their early literacy skills well.

Personal development, behaviour and welfare are good

The childminder uses effective settling-in procedures when children first start. She works closely with parents to gather details about children's learning and care needs, enabling her to plan for their interests from the start and alter routines as these change. The childminder is caring and responds sensitively to children's individual needs. Parents comment positively on the childminder's genuine affection for their children. Children begin to learn about healthy lifestyles and have daily opportunities to develop their physical skills. They demonstrate good control and coordination in their movements. Children enjoy balancing on equipment and know how to safely negotiate space.

Outcomes for children are good

All children make good progress from their starting points. Children learn to explore and play with confidence, indoors and outside. They play cooperatively, develop an understanding of different ideas and make good friendships. Children enjoy a variety of imaginary and sensory play experiences. Their communication and language skills are skilfully encouraged in a number ways, including many interesting conversations and reading stories. Children are learning to be independent during play and routines, preparing them well for the next stage of their learning and eventually for school.

Setting details

Unique reference number	321235
Local authority	York
Inspection number	1044047
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	8 August 2014
Telephone number	

The childminder was registered in 1994. She operates all year round from 7.30am to 5.30pm, Monday, Wednesday, Thursday and Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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