

# Childminder Report

**Inspection date**

4 July 2016

Previous inspection date

30 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- The childminder promotes children's purposeful learning and good progress. She monitors children's progress through robust observation, assessment and tracking procedures. The childminder successfully uses the information to identify accurate next steps for children's future learning and follows these up in her well-targeted plans and teaching.
- The partnerships with parents are strong. The childminder shares good quality information with parents and they work together successfully to meet children's individual needs.
- The childminder has formed successful partnerships with other childminders. She meets up with them regularly to share good practice ideas. The childminder attends regular training based on children's needs and her own professional aspirations, keeping her knowledge and skills up to date.
- Children are happy and settled, responding to the kind, attentive childminder's reassurance and encouragement. They are well prepared socially and emotionally for their future learning. The childminder takes children to local activities, where they enjoy mixing and learning with other children.
- The childminder adeptly fosters children's understanding of how to keep safe. Children confidently discuss how to keep safe during walks, outings and fire drills.

### It is not yet outstanding because:

- Occasionally, the childminder does not make the best use of opportunities for older children to practise counting skills and number recognition.
- The childminder, on occasions, carries out simple daily tasks for children that they are able to manage themselves and so does not always promote their independence to the very best extent.

## What the setting needs to do to improve further

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

- enhance older children's learning in counting and recognising shape and numbers to a higher level during planned and spontaneous play times
- make the most of everyday opportunities for children to develop their independence even further.

### Inspection activities

- The inspector observed activities and evaluated these jointly with the childminder.
- The inspector looked at children's records, observation and assessment files and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of parents' views from the written documentation they had provided for the inspection.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has made significant improvements since her last inspection. Assessment records for children aged two years now focus on their development in the prime areas. Arrangements for safeguarding are effective. The childminder has a strong understanding of her role and responsibility to safeguard children. She attends training to refresh her knowledge and inform her practices. Since her last inspection, she has completed an early years qualification. The impact of this is reflected in her good quality teaching. The childminder monitors children's progress and the quality and impact of activities. She accurately evaluates her provision and takes account of the views of parents and children so she knows what needs to be improved.

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

The childminder knows children in her care well and ensures that the choice available for them meets with their individual preferences and stages of development. She makes sure that activities are challenging and encourages children's drive and enthusiasm, which helps to promote their participation, learning and enjoyment. Older children develop their communication skills well as they engage in imaginary play and through lively conversations with each other and the childminder. The childminder's interactions are exciting and engaging for children. Older children develop their mathematical knowledge, such as exploring quantities. The childminder supports them to use words, such as full, empty, big and small in their play. Children eagerly investigate textures as they handle and explore materials, such as sand, water and play dough.

### Personal development, behaviour and welfare are good

Children are happy and settled. They confidently explore the comfortable and child-friendly surroundings. Children's behaviour is managed well. Children learn to be kind to one another. The childminder gives children clear and age-appropriate reasons why some behaviours are not acceptable. This helps children to learn what is expected of them. The childminder provides regular opportunities for children to mix with larger groups of children. This helps them to grow in confidence in different social situations. Children learn the importance of leading a healthy lifestyle. They play in the childminder's garden, where they get plenty of fresh air and physical exercise. The childminder works well with parents to ensure that children are provided with nutritious, healthy snacks and meals.

### Outcomes for children are good

Children make good progress in relation to their starting points. They are confident, eager and resourceful learners. Children are keen to be involved and they confidently make decisions from a variety of activities, both indoors and outdoors. Older children learn to express their ideas in conversations and find out how to achieve tasks through trial and error. Children develop good listening and attention skills. They follow instructions and develop good social skills and are well prepared for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY420542
<b>Local authority</b>	York
<b>Inspection number</b>	1042808
<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>	4 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 January 2013
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Acomb, York. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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