

# Childminder Report

**Inspection date**

18 July 2016

Previous inspection date

2 October 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 has made improvements since her last inspection which have had a positive effective on the service she provides. She ensures all mandatory training, such as first aid, is completed by herself and her assistants.
- Parents are kept well informed about the activities that their children participate in. This helps to ensure that children's progress and development are consistently shared. Parents are supported to continue children's learning at home.
- The childminder and her assistants provide children with challenging activities that interest and excite them. Children make good progress in their learning and are gaining the skills to support them with their move to school.
- The childminder uses her high-quality interactions with children as they play to extend their learning. The childminder skilfully uses questions that challenge their thinking.
- Children form secure emotional attachments with the childminder and they are happy and settled in her welcoming family home. The childminder responds well to children's individual needs, she is kind, caring and offers children lots of praise. This boosts children's confidence and self-esteem.

**It is not yet outstanding because:**

- During free play there are not sufficient resources available to fully support children's attempts at independent writing.
- The childminder does not make the most of professional development opportunities to expand her current skills and knowledge and raise the quality of teaching even higher.

## What the setting needs to do to improve further

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

- provide more opportunities for children that help develop their early independent writing skills
- make the most of a broader range of professional development opportunities to expand and strengthen knowledge and skills and improve the quality of teaching 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, assistants 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 and working in the home.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants have completed safeguarding training. This helps them understand how to act on any concerns about the welfare of any child and how to keep children safe. The childminder is thorough in her risk assessment of the premises to ensure that all risks and hazards are minimised and children are safe. The childminder discusses best practice with her assistants during weekly supervision sessions. Overall, she regularly reflects on aspects of her practice well. She acts upon the views of her assistants, children and parents to help her identify areas for improvement. Partnerships with parents and other professionals are good and their comments about the childminder are extremely positive.

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

The childminder has a good knowledge of the interests and needs of individual children. She, generally, plans a wide range of exciting learning opportunities which both engages and challenges them. Her accurate assessment of children's abilities enables her to effectively identify gaps in their learning. The childminder and her assistants interact well with children. They play alongside children and talk to them about what they will do next, using the opportunity to model words and extend their vocabulary. Children's enjoyment of books is nurtured very well. They love to take part in fun, song-based activities which help promote their listening skills well. They also help them develop their coordination, control and movement. The childminder encourages children to count and talk about the different colours and shapes. This helps to support their early mathematical skills.

### Personal development, behaviour and welfare are good

The childminder provides effective settling-in sessions. She gets to know children and finds out about their individual needs and care routines from parents. As a result, positive relationships are developed from the start and children's emotional well-being is successfully supported. Children make good friendships with others. The childminder and her assistants encourage children to share, take turns and be kind to one another. Children's health and well-being are successfully supported by the childminder. They are well nourished and learn more about healthy eating through growing fruit and vegetables. Children enjoy good amounts of time outdoors each day. For example, they run around excitedly hunting for their teddy bears during a game of hide and seek.

### Outcomes for children are good

Children make good progress from their starting points. From a young age, children quickly become confident and self-assured in the childminder's care. Children develop their speaking and listening skills well as they engage with the childminder, her assistants and each other. They engage well in their self-chosen activities. As they play with the toy kitchen they share, work together and begin to use negotiation skills. Children's physical skills are supported well. They learn to take managed risks, for example, they negotiate the steps to the slide.

## Setting details

<b>Unique reference number</b>	EY392173
<b>Local authority</b>	York
<b>Inspection number</b>	1043366
<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>	0 - 10
<b>Total number of places</b>	15
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 October 2013
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in York. She operates Monday to Friday, all year round, from 8.15am to 5.45pm, except for bank holidays and family holidays. The childminder works with two assistants.

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