

# Childminder Report

**Inspection date**

31 August 2016

Previous inspection date

20 February 2014

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

- The childminder has made significant improvements since her last inspection. She regularly exchanges information about children's learning with parents and when children attend other settings. This has had a positive impact on the quality of her provision and has improved outcomes for children.
- The childminder carefully observes and makes accurate assessments of what children know and can do. This supports her weekly planning, which is tailored to meet children's individual needs. Good quality teaching with clear goals in mind then supports children to make good progress in their learning and development.
- The childminder places high emphasis on promoting children's communication, language, personal and social skills. She helps children to learn the key skills that they need next. For example, she makes the most of every opportunity to teach them how to cooperate, share and take turns.
- Children show that they feel safe and secure in the childminder's care. They explore their environment independently and venture away, returning for reassurance if they need it.
- The childminder has developed very good relationships with parents and their feedback is very positive. They particularly comment on how well children are progressing, how quickly they settle and how this puts them at ease.

### It is not yet outstanding because:

- Children do not have access to a wide range of experiences and resources to further develop their curiosity and imagination.

## What the setting needs to do to improve further

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

- provide children with a wider range of experiences and resources to further develop their curiosity and imagination.

### 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adult members of the household.
- The inspector considered the views of parents provided through written feedback.

### Inspector

Jill Roberts

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has effective child protection policies in place, which are in accordance with local procedures. She is confident and can discuss what to do if she is worried about a child's welfare. The childminder is reflective. She regularly seeks parents' views and observes children's responses to activities. This helps her to evaluate and set clear targets to improve the quality of her provision. For example, she completes training and extends ideas from activity sessions. This helps to strengthen the quality of her teaching and further develop her knowledge and understanding of effective early years practice. These sessions also provide children with even more opportunities to meet other children and develop their social skills in new and unfamiliar situations.

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

The childminder encourages children to listen and respond to familiar sounds in the environment. This helps to support their listening and attention skills. Children copy familiar expressions and learn new words rapidly. The childminder also expands on what children say, extending their sentences. This helps children to develop their language and communication skills. The childminder models caring behaviours and supports children to develop their friendships. She skilfully encourages them to join in with activities that she leads alongside their peers. She supports them to join in at their own pace and involves them in decision making. This helps children to develop a positive attitude to learning.

### Personal development, behaviour and welfare are good

The childminder makes her expectations for behaviour clear and promotes children's emotional well-being very well. She uses specific language of turn taking and sharing as children play and engage in activities. This is one way that she supports young children to behave well. All aspects of maintaining children's safety are carefully considered and essential measures are in place. The childminder teaches children to use steps safely as they climb in and out of the garden. This is one way that the childminder is supporting children to be independent and take reasonable risks. Children follow good hygiene routines. They wash and dry their hands before meal and snack and times and enjoy a healthy range of foods. The childminder encourages them to take responsibility and praises their efforts. She gives children plenty of opportunity to be physically active both indoors and outdoors. This helps to support their physical development, health and all-round well-being.

### Outcomes for children are good

Children whose progress is slower than expected are supported well and their skills are improving. All children are making good progress from their individual starting points. They are learning the key skills necessary to support their future learning. Children are engaged, motivated and enjoy making their own choices. They are enthusiastic and excited as they anticipate key times and activities, such as the magic bag music session. Children are developing good mathematical skills. They are learning to recite number names in order as they count toys during tidy up time.

## Setting details

<b>Unique reference number</b>	EY103248
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1043665
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Hull. She operates all year round from 7.30am to 5.30pm Monday to Friday, except for family holidays and bank holidays.

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