

# Childminder Report

**Inspection date**

21 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 completes observations and assessments of the children and effectively evaluates and monitors their individual progress. She uses this information to develop future planning and identify the children's next steps in learning.
- The childminder reflects on her practice and takes into account the views of children and parents. This helps her to make improvements that have a positive impact on children's learning and outcomes.
- The childminder promotes children's language and communication skills well. She asks questions, encourages children to respond and engages them in interesting conversations.
- The childminder is warm and caring with children in her care. She gives children lots of praise as they play. This helps to successfully build their confidence and promote children's well-being effectively.

### It is not yet outstanding because:

- The childminder's professional development is not rigorous enough to enhance the good quality care and learning provided, so that children make the best possible progress.
- The childminder does not take every opportunity to build links with other settings that children attend, to help continuity in children's progress.
- Children are not always fully supported to make independent choices about their play and learning.

## What the setting needs to do to improve further

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

- make the most of professional development opportunities to strengthen the quality of the provision even further
- build on the links with all other settings that children attend and share information to provide continuity in children's learning
- help children make more-independent choices about their play.

### Inspection activities

- The inspector viewed areas of the childminder's home used for childminding.
- The inspector took into account the written views of parents.
- The inspector observed play and learning opportunities for children and undertook a joint observation of an activity with the childminder.
- The inspector engaged in discussions with the childminder and children throughout the inspection at appropriate times.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector looked at children's assessment records and planning documentation and a range of other records including policies and procedures, evidence of qualifications and suitability of household members.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended safeguarding training and knows the procedure to follow if she has concerns about a child. She implements a good range of policies and procedures and regularly assesses risks. This helps her to care for children in a safe and secure environment and to quickly identify any potential hazards. The childminder attends local groups with children and has regular contact with other childminders in the local area. This enables her to share ideas and discuss best practice.

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

The childminder uses varied opportunities to successfully support children's mathematical skills. For example, the use of appropriate language helps to improve children's awareness of size and measure as they explore a construction activity. The childminder interacts well with children and extends their ideas during play. For example, while exploring in sand, the childminder effectively helps children to build and extend their vocabulary. She speaks clearly repeating words to aid children's pronunciation. The childminder keeps parents well informed of their children's learning and involves them in this at every opportunity. For example, she regularly shares observations and next steps in learning with them. This helps to support continuity in children's care and learning. The childminder fulfils her responsibility for completing the progress check for children aged between two and three years.

### Personal development, behaviour and welfare are good

Effective settling-in practices are in place. The childminder gathers relevant information from parents to ensure that the child's individual needs are well known prior to them starting. This helps to support children's emotional well-being. The childminder is a good role model and gives clear guidance to children about what is acceptable behaviour. Children have good opportunities to be active. They enjoy time spent outdoors each day, which contributes to their good health and supports their physical skills. For example, children are involved in regular trips into the community, including visits to local parks. Children have a good awareness of keeping themselves safe as the childminder talks about the importance of safety throughout their daily routines. For example, children learn about road safety as they walk to and from the local school. Children learn about what contributes to a healthy lifestyle. For example, the childminder provides them with fresh fruit for snacks and a healthy lunch. Children take part in a varied range of festivals throughout the year, which helps them to recognise and value differences in themselves and others.

### Outcomes for children are good

All children make good progress. They are happy, motivated and enthusiastic learners. Older children learn how to manage their own self-care skills, for example, as they put on their own shoes before going outdoors to play. Children's communication, language and social skills are effectively developed, preparing them well for the next stages in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY481112
<b>Local authority</b>	York
<b>Inspection number</b>	994844
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives York. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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