

# Childminder Report

## Inspection date

4 October 2016

Previous inspection date

23 February 2016

<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 worked hard to improve her practice since the last inspection. She has successfully addressed the action and recommendations raised and enhanced many other aspects of her practice. Assessments of children's learning clearly identify their stage of development and enable the childminder to identify any gaps in learning.
- The wide variety of interesting and freely accessible toys, both indoors and outdoors, contributes to children being motivated and enthusiastic learners. Children make good progress and develop a wide range of skills and attitudes that helps prepare them well for school.
- The childminder supports children effectively as they move from home to her childminding setting. Children have built secure attachments to the nurturing childminder which helps to foster their emotional well-being.
- The childminder supports children well with developing their communication and language skills effectively. She interacts positively with children and provides a running commentary during their activities. This contributes to their good progress in this area.
- The childminder provides children with opportunities to develop their social skills and gain confidence with other groups of children. She takes them on a range of outings, helping them to learn about the wider community and promoting their physical well-being.

### It is not yet outstanding because:

- Occasionally, the childminder does not provide group activities that promote all children's concentration as well as possible.
- The childminder does not involve parents and children in the evaluation of her practice to identify areas for development.

## What the setting needs to do to improve further

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

- review the organisation of group times and provide children with more opportunity to concentrate without distractions
- strengthen the self-evaluation process and involve parents more fully in identifying where aspects of the provision can be improved.

### Inspection activities

- The inspector viewed all areas of the childminder's home that are used by the children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at policies, children's assessment records and a range of other documentation, including the childminder's self-evaluation and suitability of household members.
- The inspector took account of the views of parents through written feedback.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of how to manage any child protection concerns. She completes risk assessments for the premises to help ensure the environment is safe for children to learn and explore in. She effectively implements a wide range of written policies and procedures that supports her good practice. The childminder has a positive approach to improving her childcare knowledge. She has accessed training to update and develop her knowledge and skills. Overall, partnerships with parents are strong. There is a consistent exchange of information between parents and the childminder. This includes details about their child's progress and the activities that their child has participated in. Parents express high levels of satisfaction with the quality of their children's care. The childminder also has established good links with the other settings children attend to provide greater consistency in their learning.

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

The well-qualified childminder carries out regular observations and assessments of children's learning. She, overall, understands what interests each child and how they prefer to learn. Activities are based on children's interests and what they need to learn next. The childminder uses every opportunity to develop children's early literacy skills. Children learn to listen carefully, for example, when the childminder reads stories. She uses books well and points to the different words and illustrations, helping children to link the words with what they can see. Role play helps children to acquire life skills and promotes independence. For example, children become engrossed in playing with the dolls. The childminder gently supports them in dressing their dolls and settling them for a sleep. This supports children to make connections between their own experiences. Children demonstrate very good early mathematical skills. For example, they confidently count objects and compare the size of objects that they are playing with.

### Personal development, behaviour and welfare are good

Children have very good relationships with the childminder and each other. Overall, children are very well behaved. The childminder provides children with clear, age-appropriate and consistent behavioural expectations. She supports children's independence skills effectively through everyday routines. For example, they help to tidy up and are very pleased when they are praised by the childminder. Children gain an understanding of a healthy lifestyle and understand the benefits of eating healthily. Mealtimes are social occasions where the childminder sits with children and promotes the use of good manners and self-care skills.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their learning. They are confident and inquisitive learners who actively contribute their own ideas to shape their experiences. Children are developing the confidence, skills and attitudes needed to prepare them for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY478993
<b>Local authority</b>	York
<b>Inspection number</b>	1058597
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 February 2016
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in York. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder supports children who speak English as an additional language.

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