

Childminder Report

Inspection date

21 November 2016

Previous inspection date

11 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 a friendly disposition and is kind and patient. Children have developed strong bonds with her and settle quickly. They clearly enjoy her interactions and invite her to join in their play.
- Teaching is good. The childminder uses play-based activities well to help children to acquire new knowledge and skills. Children are keen learners, who are prepared well for future learning and the move on to school.
- The childminder skilfully supports children to persevere and solve problems independently. She provides lots of praise and encouragement, helping to promote children's confidence and self-esteem.
- The childminder takes advantage of training opportunities and uses professional development activities to enhance her practice. This helps to ensure that she has the skills and knowledge needed to deliver high-quality learning experiences for children.
- The childminder uses self-evaluation successfully to drive continued improvement. She fully considers the views of parents and children to ensure that planned developments are relevant.

It is not yet outstanding because:

- At times, children are distracted by background noise from the television. This means that they are not fully concentrating and focused during activities to enhance their good learning.
- The childminder does not gather in-depth information from parents about what children can already do and know when they first start.

What the setting needs to do to improve further

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

- avoid distractions caused from the television being on in the background that divert children's attention away from intended learning and influence their ability to focus and concentrate during activities
- gather more comprehensive information from parents about children's achievements and skills on entry.

Inspection activities

- The inspector had a tour of the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of adults in the household, children's development records and a sample of policies and procedures.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder about her self-evaluation procedures and plans for improvement.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified childminder translates her knowledge into practice well. She is an active member of the childminding networking group and meets regularly with other professionals to share good practice. The childminder works with an assistant on a regular basis. She supervises her well and provides ongoing feedback to guide and enhance her practice. Links with other providers and schools are well established. The childminder exchanges relevant information to promote consistency in children's care and learning. The arrangements for safeguarding are effective. The childminder is trained well in child protection issues and has a clear understanding of how to refer concerns to the authorities. Health and safety procedures are efficiently implemented to ensure that children have a safe place to play. Overall, the childminder has developed strong positive relationships with parents. She exchanges information to inform care routines and keeps parents well informed of children's progress.

Quality of teaching, learning and assessment is good

The childminder carefully monitors children's progress to ensure that any gaps in their learning are identified and addressed. She uses observations and assessments well to plan for children's ongoing learning. Children excitedly cuddle into the childminder as she reads books. They listen with interest and talk about the pictures. The childminder questions children effectively and supports them to communicate their thoughts and ideas. She encourages children to count and helps them to identify shapes. Children become absorbed as they play imaginatively with figures and vehicles. The childminder interacts warmly and helps children to introduce a narrative into their play. Children manipulate dough and use one-handed tools and equipment with increased control. This helps them to develop good physical skills.

Personal development, behaviour and welfare are good

The childminder provides a friendly and homely environment. She is responsive to children's needs and helps them to settle-in quickly. Children are included in the setting of house rules and are consistently supported to use good manners. Consequently, children know what is expected of them and behave very well. Children play cooperatively with the childminder and excitedly roll a ball back and forth. They play outdoors daily and are provided with nutritious meals and snacks. This helps to promote their good health and physical well-being. The childminder has photographed her resources and collated these into a catalogue. Children confidently use this to choose toys and resources that are not within their immediate reach.

Outcomes for children are good

Children make good progress in their learning and development. They are self-assured and friendly. Children repeat words back to the childminder and are developing good communication skills. They engage in role play based on their own first-hand experiences and build stories around toys. Children are very independent and competently complete age-appropriate tasks. They are eager to learn and are developing key skills in readiness for future learning and school.

Setting details

Unique reference number	321402
Local authority	York
Inspection number	1064108
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	14
Name of registered person	
Date of previous inspection	11 April 2013
Telephone number	

The childminder was registered in 2000 and lives in Acomb in York. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate childcare qualification at level 3 and works with an assistant.

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