

# Childminder Report

**Inspection date**

8 December 2016

Previous inspection date

21 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides a home-from-home environment where children thrive. Children are keen to independently explore the resources and are learning to respect and celebrate each other's differences.
- The childminder is passionate about the service she provides. She manages her practice well. A range of effective policies and procedures underpins the good practice.
- Teaching is good. The childminder gets to know children well and plans effectively for what they need to learn next. This contributes towards the good progress children are making from their starting points.
- The childminder is very attentive and children form warm, trusting relationships with her. She offers children lots of praise and encouragement. This helps to promote their emotional well-being and they demonstrate high levels of confidence and self-esteem.
- The childminder asks parents for feedback about her provision. She also reflects on her own practice and plans ways to improve her services, contributing to her capacity for continuous improvement.

### It is not yet outstanding because:

- The childminder does not gather enough detailed information from parents about children's capabilities at home when they first start at the setting.
- The childminder has not fully focused her recent professional development on raising the quality of her teaching to an outstanding level.

## What the setting needs to do to improve further

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

- work more closely with parents when children first start at the setting and gather more detailed information about what their children know and can already do
- focus professional development opportunities that help raise the already high-quality teaching to an outstanding level.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- 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 children's records and planning documentation. She looked at a range of other documentation, including policies and procedures and the childminder's self-evaluation.
- The inspector looked at written feedback from parents and took account of their views.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is vigilant and knows what action to take if she has a concern about a child's welfare. She has accessed recent training to update her safeguarding knowledge. The childminder takes effective action to minimise hazards in the home and when on outings. She teaches children how to recognise risk for themselves. The childminder fully understands all new legislation and requirements. Parents are informed of their child's progress in a variety of ways, such as through regular discussion, progress summaries and newsletters. Parents are complimentary about the provision and the progress their children make. The childminder provides other settings that children attend with information about their learning. She has arrangements to work in partnership with them and deliver continuity in children's care. This helps to promote good outcomes for children.

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

The well-qualified childminder undertakes precise assessment to support children's individual needs and to monitor their progress. This helps her identify any gaps in children's learning so that interventions can be put in place to close these gaps swiftly. The childminder's enthusiasm and encouragement as she plays alongside children have a positive impact on their learning. Children use their imaginations in the toy kitchen and pretend to eat foods they have cooked, showing others what they have made. The childminder motivates children and asks questions to encourage their thinking. She extends children's understanding of language and develops their confidence in speaking. They talk about colour, quantity and size as they play. Children have plenty of opportunities to develop their physical skills. For example, they competently fix together the wooden train track. Children say they enjoy attending the childminder's home.

### Personal development, behaviour and welfare are good

The childminder has a calm and sensitive approach to managing children's behaviour. She provides them with consistent boundaries and clearly explains the reasons for these. Children respond positively and they behave well. The childminder plans activities that require children to wait, listen, share and take turns. All children are eager to carry out small tasks, such as tidying away their toys. Children learn about healthy lifestyles. They are familiar with routines, such as handwashing before meals, and are learning good habits for later life. Meals are nutritious and suitable for children's different stages of development. Children have opportunities to develop their confidence and social skills with others. For example, when they attend the local children's centre and childminder drop-ins. This also helps children learn about the local community they live in.

### Outcomes for children are good

Children are keen learners and play together cooperatively. They are active and motivated to play and explore. Children are keen to contribute their own ideas and listen to the views of others. They develop good skills across all areas of learning, including literacy and mathematics. Children have fun and are developing the key skills needed in preparation for the next stages in their learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	EY444056
<b>Local authority</b>	York
<b>Inspection number</b>	1060069
<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>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 September 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in the Clifton area of York. She operates all year round from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The setting provides funded early education for two-, three- and four-year-old children.

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