

Childminder Report

Inspection date

17 January 2017

Previous inspection date

23 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 on the issues raised at her previous inspection. She accesses training and has reviewed the way she observes and monitors children's progress. This has significantly improved the provision and the outcomes for children. The childminder is committed to the continuous improvement of her setting.
- Children's behaviour is good. The childminder skilfully supports children to understand rules and boundaries, consistently and appropriately for their age. She reminds children sensitively about potential hazards and to be aware of what and who is around them.
- The childminder is sensitive, caring and kind towards children. This helps them to build strong relationships and supports their emotional well-being. She praises children consistently, which helps to develop their self-esteem and confidence.
- Gradual admission procedures contribute towards children being happy and settled. The childminder is nurturing in her approach and children respond extremely well. Children make good progress in their personal, social and emotional development.
- Partnerships with parents are good. The childminder involves parents in many ways. She gains information establishing where children are in their learning and development on entry. Parents are complimentary about the care the childminder offers and the positive impact she has on children's progress.

It is not yet outstanding because:

- Sometimes, the childminder does not give children enough time to think and respond to her questions, helping them to make connections in their learning and enabling them to voice their ideas.
- The childminder identifies many next steps for children's learning, however, these are occasionally not focused and precise enough to challenge them to the highest levels.

What the setting needs to do to improve further

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

- give children more time to think through their ideas and respond to questions posed
- focus the next steps in children's individual learning even more precisely and continually challenge them to the highest levels.

Inspection activities

- The inspector observed the childminder's interaction with children and spoke to the childminder and children throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also completed a joint observation with the childminder and assessed the impact this has on children's learning.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living and working on the premises.
- The inspector looked at the childminder's self-evaluation form and a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector took account of the views of parents spoken with on the day of inspection and through their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to protect children from potential harm. She regularly checks the environment for possible risks and takes appropriate steps to minimise any potential harm. The childminder understands about working in partnership with other professionals for the benefit of the children in her care. She observes children as they play and accurately assesses what she sees them do. Parents are kept well informed about children's progress. They use daily diaries and they access an electronic assessment system. The childminder reflects upon her practice. She takes the views of parents into account when evaluating her provision. Parents comment that children are well supported to make the move on to school.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is strong. The childminder follows children's lead during activities. She plays alongside and consistently talks to children and gives good explanations. Children follow instructions and develop good listening skills. The childminder has a good understanding of how children learn. She plans interesting activities that stimulate children's interest and that motivate them to engage. Children enjoy creative activities, such as threading, gluing and drawing. This supports their physical and creative development. Older children are confident and play well together. The childminder weaves mathematical language into their play well. She encourages children to use their fingers slowly as they count together. The childminder copies the vocal sounds of babies and sings familiar rhymes. This inspires their curiosity.

Personal development, behaviour and welfare are good

Settling-in procedures ensure children settle well. The childminder works closely with parents so she knows children's individual routines. Children show they feel comfortable with the childminder who provides a relaxed and calm environment. She places toys nearby to encourage babies to stretch and reach. This encourages their coordination and confidence with their emergent physical skills. The childminder provides a healthy range of meals and snacks. She ensures there are regular opportunities for children to be physically active in the outdoor area and in the park. Older children learn how to manage their own hygiene as they wash their hands before eating and after using the toilet. The childminder is vigilant when it comes to hygiene, for example, when a child sneezes or coughs. She talks through using tissues and placing these in the bin after use.

Outcomes for children are good

All children make good progress. This includes children who speak English as an additional language. They develop good concentration skills and spend extended time playing with toys of their own choice. Children are confident and curious individuals who are interested in the world around them. They count and identify colours during daily routines and in activities. Relationships are very good. Babies are motivated to explore and join in with play. Older children develop good independence. They are learning to socialise, share and play alongside others. Children develop the key skills needed in preparation for the next stages in their learning and in readiness for school.

Setting details

Unique reference number	313380
Local authority	Kingston upon Hull
Inspection number	1044299
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	23 July 2014
Telephone number	

The childminder was registered in 1997. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside one other registered childminder, who holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children. She supports children who speak English as an additional language.

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