

# Childminder Report



<b>Inspection date</b>	14 February 2017
Previous inspection date	12 October 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

- Children are happy and inquisitive; they are motivated and keen to learn. Children show high levels of curiosity and imagination. They maintain focus on their activity for a good period of time. Children are very proud of their accomplishments.
- The childminder is caring and kind towards children. This helps them to build strong relationships and supports their emotional well-being. She praises children consistently, helping to develop their self-esteem and confidence. Children are well behaved.
- Children make good progress. The childminder understands how children learn. She has reviewed the way she observes and monitors children's development. Planning is based on children's interests to effectively promote their learning.
- Children confidently express themselves. High regard is given to supporting children's language and mathematical skills. Structured activities and many conversations enable children to describe problems they encounter and talk through their ideas.
- 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. They are kept well informed about their children's progress.
- The qualified childminder is well organised, regularly reflects upon her practice and has high expectations for her provision. She acts on advice and attends training to enhance her knowledge. She values highly the views of parents and children. Her plans for improvement are well targeted to strengthen her practice.

### It is not yet outstanding because:

- On occasions, the childminder misses opportunities for children to recognise and use familiar words and to give meaning to the marks they make.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to recognise and use familiar words and to give meaning to the marks they make.

### Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder and children throughout the inspection. She also had a tour of the areas used for childminding.
- 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 on the premises.
- The inspector looked at a selection of the childminder's risk assessments and policy documents, including the safeguarding policy and procedures. She also discussed the childminder's self-evaluation.
- The inspector completed a joint observation with the childminder. She also 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

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and neglect. She is clear about the procedures to follow should she have concerns about a child's welfare. The childminder has a good understanding of how to assess potential hazards, both in her setting and on outings. She uses risk assessments and daily checks effectively to ensure that children have a safe place to play. The childminder attends childminding groups to share ideas and practice to help improve the quality of the service she provides. She regularly evaluates her assessments of children's progress. The childminder understands the importance of working in partnership with other early years providers. She establishes positive relationships with parents. Parents are very complimentary about the childminder and the care she provides.

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

The childminder uses good teaching strategies to support children's learning. She asks enquiring questions to help children recall events and experiences. Children use good memory recall skills as they talk enthusiastically. They are keen to share their version of events and their ideas. This helps to develop children's communication and language skills well. The childminder praises and repeats some words that children have said, helping reinforce the correct pronunciation of words. She skilfully interacts with children and builds on their learning. The childminder promotes children's mathematical knowledge throughout their play. Children count with her and use hand-to-eye coordination as they thread. They solve problems well. For example, they manipulate their fingers to demonstrate their awareness of different sizes. Children proudly announce they have made a big branch.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming learning environment with a good range of toys and resources. She carefully plans settling-in arrangements to help children to build positive relationships with her from the start. The childminder supports children's independence skills and promotes their good awareness of keeping themselves safe throughout their daily routines and activities. She reminds children about potential hazards and supervises them well. Children are beginning to understand the importance of caring for animals and living things. This helps to develop their respect and consideration for others. Children are supported to use good manners and be polite.

### Outcomes for children are good

Children are very confident in their surroundings. They listen, follow instructions and know routines well. Children develop good concentration skills and spend extended time with their choice of activity. They are interested in the world around them and relish recalling their experiences. Children are keen to try things and enjoy challenges. They count, identify colours and learn about different sizes. Children are independent in managing their self-care skills. They are social and confident individuals, demonstrating good conversational skills and are successful learners. Children have the skills to use in their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	321355
<b>Local authority</b>	York
<b>Inspection number</b>	1059585
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 October 2012
<b>Telephone number</b>	

The childminder was registered in 1999. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

