

Childminder Report

Inspection date

6 March 2017

Previous inspection date

19 October 2012

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

- Teaching is consistently strong. The qualified childminder knows how children learn and plans challenging activities that are well matched to their needs. She expertly interacts with children to teach them new skills and help them to move on to the next stage in their learning.
- Children are developing key skills in readiness for school. They persevere for long periods and eagerly revisit activities to consolidate their learning. The childminder makes learning fun and supports children to persevere and build on their own interests and ideas.
- The childminder is caring, kind and patient. She ensures that children's emotional well-being is promoted through thoughtfully planned settling-in arrangements. Children have strong bonds with the childminder and are confident and relaxed in her care.
- The childminder promotes children's language and communication skills particularly well. She recognises young children's attempts to communicate and encourages them to repeat words to promote their developing speech.
- The childminder works closely with local schools and other providers. She exchanges relevant information to promote continuity in children's care and learning.

It is not yet outstanding because:

- The childminder does not obtain detailed information from parents about what children already know and can do when they first start.
- The childminder's programme of professional development is not highly focused on raising her good teaching skills to an even higher level.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what children already know and can do on entry
- strengthen programmes of professional development and focus more sharply on raising the quality of teaching to an outstanding level.

Inspection activities

- The inspector had a tour of the property.
- 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 and a sample of policies and procedures and discussed children's assessments.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder about her self-evaluation procedures and priorities for improvement.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection issues and knows how to refer concerns to the relevant authorities. She uses careful risk assessments to ensure that her premises are safe and secure. The childminder is committed to developing her service. She is involved in a childminding group where she meets other professionals to exchange ideas and share good practice. Feedback is obtained from parents and children to ensure that planned developments meet their needs. Effective systems are implemented to monitor children's progress and close any gaps in their learning. Parents are kept well informed of children's progress. The childminder provides regular progress reports and ensures that they have opportunities to look at children's learning journals.

Quality of teaching, learning and assessment is good

Children are motivated learners who become engrossed in activities. They have good physical skills and competently use one-handed tools to cut and manipulate dough. The childminder interacts skilfully to guide and enhance children's learning. She helps children to identify shapes, compare size and use mathematical language. Children are imaginative and build stories around toys. They select resources independently and confidently explore their surroundings. The childminder questions children well and encourages them to discuss their ideas and intentions. She cuddles up to children as she reads stories and talks to them about the illustrations. The childminder completes regular observations and assessments and uses her findings to accurately plan for children's future learning.

Personal development, behaviour and welfare are good

Children enjoy the childminder's company and invite her to join in their play. They are supported to take turns and share resources fairly. The childminder provides lots of praise and encouragement to boost children's confidence and self-esteem. Children are well behaved and helpful. The childminder helps children to understand age-appropriate safety practices. For example, she explains to children that they could fall when leaning backwards on their chair and shows them how to sit appropriately. Children regularly visit playgroups, where they develop relationships with others and participate in large-group routines in readiness for school. They play outdoors on a daily basis and are physically active. This helps to promote their good health and physical well-being.

Outcomes for children are good

Children make good progress in their learning and development. They are sociable and demonstrate friendly behaviour to others. Children are self-assured and confidently explore a range of media. They enjoy filling and emptying containers and competently categorise items by shape and size. Younger children babble and imitate words in response to the childminder's warm interactions and older children are strong communicators. Children hear and say letter sounds and recognise some letters of personal significance. These skills help to prepare children well for future learning and later moves on to nursery and school.

Setting details

Unique reference number	EY445774
Local authority	York
Inspection number	1060162
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	19 October 2012
Telephone number	

The childminder was registered in 2012 and lives in the Acomb area of York. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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