

Childminder Report

Inspection date

12 May 2017

Previous inspection date

2 February 2015

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 is caring and kind. She has developed warm, trusting relationships with children and knows them well. Children are extremely confident and invite her to join in with their play.
- The childminder teaches well. She successfully considers children's current interests and plans activities that she knows they will enjoy. Children are motivated learners, who are developing key language, physical and social skills in readiness for school.
- The childminder promotes children's mathematical skills particularly well. She expertly takes opportunities that arise to help them to count, identify shape and compare size. Children are developing these skills quickly and are interested in numbers.
- Children are becoming increasingly independent. They are developing good self-care skills and enjoy helping with routine tasks.
- The childminder has good working relationships with nursery and school staff. She exchanges detailed information with them to promote a shared approach to children's learning and care.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to share detailed information about children's learning at home to complement her good teaching.
- The childminder's programme of professional development is not meticulously focused on supporting her to develop her teaching skills to the highest 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 children's learning at home to complement teaching and learning at the setting
- extend professional development activities and focus more sharply on developing teaching skills even further.

Inspection activities

- The inspector had a tour of the areas of the home that are 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 living in the household, a sample of policies and procedures and discussed assessments of children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the children and considered the views of parents, provided through written feedback.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder uses risk assessments well to minimise any potential hazards and maintain a safe environment for children. The childminder and her assistant have a good understanding of child protection issues. They know the correct steps to take if they have any concerns about children's welfare. The childminder involves her assistant in evaluation processes and supervises him well. They work together to reflect on practice, in order to identify where improvements can be made. The views of parents and children are fully considered to ensure that planned developments are relevant.

Quality of teaching, learning and assessment is good

The qualified childminder has a good understanding of how to promote the learning and development of young children. She makes careful observations and assessments and uses her findings to build on children's existing skills and knowledge. Children become totally engrossed in activities and are developing excellent listening and concentration skills. They handle a wide range of tools with accuracy and enjoy filling and emptying containers. The childminder skilfully interacts with children to support their developing mathematical vocabulary. For example, she talks about more and less as she encourages children to weigh items. Children are imaginative and pretend to prepare and serve food. The childminder asks enquiring questions to help them to share their thoughts and ideas. She models role play and sensitively makes suggestions to help children to develop their storylines further.

Personal development, behaviour and welfare are good

The childminder is a positive role model, who supports children to be polite and sociable. Children are very well behaved and cooperative. They excitedly play cards with the childminder and intuitively follow the rules of the game and take turns. The childminder provides lots of praise and encouragement to boost children's self-confidence. Healthy lifestyles are effectively promoted. Children enjoy nutritious snacks and follow good hygiene routines. They play outdoors daily and enjoy walks in the local community.

Outcomes for children are good

All children make good progress in their learning and development. They are articulate communicators, who use talk to connect ideas and discuss their intentions. Children are imaginative and build stories around toys. For example, they pretend that a teddy needs rescuing, when he is buried in a mountain of pasta. Children are confident in new situations and are eager to join in with activities and discussions. They are developing key skills in preparation for future learning and later moves to nursery and school.

Setting details

Unique reference number	321330
Local authority	York
Inspection number	1090926
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	2 February 2015
Telephone number	

The childminder registered in 1998 and lives in Haxby, on the outskirts of York. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to work with an assistant and holds a relevant childcare qualification at level 3.

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