

Childminder Report

Inspection date

10 October 2017

Previous inspection date

10 December 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

- Children make good progress. The childminder observes children at play and uses the information to plan what children need to learn next. She puts a great effort into planning fun activities that children enjoy. Children are motivated and engaged.
- Children are supported well in developing their language skills. The childminder speaks enthusiastically to children as they play. She skilfully asks questions to extend their ideas and introduces new vocabulary. Children are strong, confident communicators.
- The childminder provides a good range of resources in all areas of her home to support children's physical development. Children enjoy demonstrating their coordination skills in the garden. They are eager to play and gain good independence skills.
- Children are settled and behave well. They help to tidy away toys and resources when they are finished with them and are familiar with expectations and routines.
- The childminder evaluates her practice effectively. She identifies areas for improvement. She continues with her own professional development well, for example, exploring the 'Prevent' duty guidance and accessing information around supporting parents returning to work. This enhances her skills and knowledge further.

It is not yet outstanding because:

- The childminder does not maximise opportunities to promote children's early writing skills, to encourage their development in literacy even further.
- Information sharing between the other settings children attend is not fully effective in supporting continuity in learning experiences between the settings.

What the setting needs to do to improve further

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

- place more emphasis on developing children's early writing skills so their progress in literacy is accelerated
- share information about the development of children with other settings, to promote a more consistent approach to their learning and development.

Inspection activities

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

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps up to date and has a good understanding of child protection issues. She knows the action to take if concerned a child may be at risk of harm. The childminder completes thorough risk assessments of her home, outdoor areas and outings. Children play safely under the childminder's supervision and guidance. She monitors children's progress well. The childminder meets up with other registered childminders in her local area. She uses these opportunities to hold a wide range of discussions linked to changes in legislation and good practice issues.

Quality of teaching, learning and assessment is good

The childminder gathers detailed information from parents about what their children can do when they enter her setting. This enables her to support children's learning from the very beginning. She raises children's awareness of number as she counts along with them. For example, encouraging them to count the trains they play with. She extends their learning further, promoting their awareness of long and short. This supports their early mathematical skills. Children persevere with tasks and try to work things out for themselves. They link the train tracks together and place a bridge over the top. The childminder gives detailed explanations to aid their understanding. For example, she explains that the two-way track goes in two different directions. Children show their interest and talk through their own ideas. This inspires children's fascination and their imaginations. Children listen intently to stories and point to objects on the page. This helps to promote children's listening skills and interests in books.

Personal development, behaviour and welfare are good

The childminder has very good settling-in procedures when children first start. This helps children to feel secure and develop confidence. Partnerships with parents are good. The childminder has thoughtfully organised her premises to promote children's independence and curiosity. She ensures that children have time to play independently and extend their learning through their own interests. Children choose to play outdoors most of the time. This helps them to benefit from the fresh air and contributes to their physical skills. The childminder helps children to learn about how to keep themselves safe. For example, she talks to children about the fire drill. They are keen to talk about the role of firemen. This promotes children's awareness of the wider world. Children confidently learn to manage their own personal hygiene routines.

Outcomes for children are good

Children are happy and have a strong exploratory impulse. They develop good levels of independence and make their needs known. Children show good levels of concentration and involvement in activities. They learn about colour, number and shape through activities and routines. For example, they successfully count and name the different colours within painting activities. Children learn to listen, follow simple instructions and manage simple tasks for themselves. They enjoy good relationships. Children are inquisitive and ask many questions about the world around them. They learn key skills in readiness for their move on to school.

Setting details

Unique reference number	EY448749
Local authority	York
Inspection number	1060311
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	10 December 2012
Telephone number	

The childminder registered in 2012 and lives in York. The childminder operates all year round from 7am until 6pm, term time only, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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