

Childminder Report

Inspection date

16 October 2017

Previous inspection date

3 September 2013

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 confidently explore and learn to make independent choices about their play. They are creative and play imaginatively. The childminder knows the children well and provides a good range of play experiences to aid their learning.
- The childminder has a good understanding of how to promote children's communication skills. She engages them well in meaningful conversations. This helps to enhance their speech and broaden their vocabulary. Children show good speaking and listening skills.
- Children's behaviour is good. The childminder is a good role model and provides clear guidance for children about what is acceptable behaviour.
- Partnerships with parents are good. The childminder gathers information from parents when children first start attending about what children already know and can do. She uses this to establish clear starting points for children's learning. She shares ongoing information with parents about their child's progress and development.
- The childminder reflects on her provision and is aware of the strengths of her setting. She identifies areas for improvement to continue to make positive changes.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to promote children's early writing skills to encourage their development in literacy even further.
- The childminder is sometimes a little too quick to provide answers to her questions rather than giving children the time they need to think and answer for themselves.

What the setting needs to do to improve further

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

- develop children's early writing skills more, to encourage their progress in literacy even further
- allow children the time they need to think and respond to questions, to further extend their learning.

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 took account of the views of parents through their written feedback.
- 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 qualified childminder has a good understanding of the procedures to follow if she has any concerns regarding a child's welfare. She knows her responsibilities to record and report any child protection concerns. The childminder regularly completes training in this area to update her knowledge. She carries out regular risk assessments to minimise hazards to help keep children safe. The childminder monitors children's progress effectively to enable her to identify any gaps in their learning swiftly. She has reviewed online training to enhance her knowledge of how to foster children's language development. She understands the importance of establishing good working relationships with other settings that children also attend.

Quality of teaching, learning and assessment is good

The childminder understands how young children learn through play. She plans activities that she knows they will enjoy and that will support their learning and development successfully. Older children are inspired to select items to create their desired effect in their collage. They search for shapes and place these carefully onto their paper. This promotes their mathematical development. Younger children explore the textures and practise picking items up between their fingers and thumb. This helps to develop their small-muscle and coordination skills. Children show a keen interest in stories and select favourite books they want the childminder to read. They sit and listen, naming characters, giving their full attention as the childminder encourages them to join in as she reads the story.

Personal development, behaviour and welfare are good

The childminder offers flexible settling-in arrangements to meet children's individual needs well. She spends time getting to know them and their families. Children settle quickly and feel secure in the setting. They independently access toys and activities that support their interests and play. Children move around the house with confidence and demonstrate their growing independence. The childminder skilfully talks to children about safety. For example, she reminds children not to put their fingers and hands by the tray as she sets it up for an activity. This enables children to gain an understanding about keeping themselves safe. The childminder follows good hygiene practices. She encourages children to wipe and wash their hands before snack and mealtimes.

Outcomes for children are good

Children make good progress in their learning. Younger children are eager to play and enjoy their activities. They are very vocal. Older children develop good confidence in their speaking and mathematical skills. They persevere as they complete jigsaws. They learn to recognise numbers, count in sequence and name colours. Children are confident and willing to learn. They choose songs and join in with singing and actions, demonstrating their good physical and coordination skills well. Children gain good skills that prepare them well for their next stages in learning and eventual move to school.

Setting details

Unique reference number	EY314459
Local authority	East Riding of Yorkshire
Inspection number	1064778
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	3 September 2013
Telephone number	

The childminder registered in 2006. She operates all year round from 7am to 6pm, Monday to Friday, except for 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.

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