

# Childminder Report

**Inspection date**

9 November 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 forms strong links with the schools and pre-schools in the area. She liaises with them sharing information about children's achievements and planning. These partnerships help her to promote continuity in children's learning and development.
- Overall, the childminder plans interesting experiences based on her observations of children's developmental needs and interests. Children are cared for in surroundings that are homely and child-friendly. Resources are plentiful, well maintained and arranged at children's level so that they can make informed choices and select what they would like.
- Children's speaking and language skills are promoted well. The childminder models good use of language, narrates what children are doing, extends their vocabulary and repeats their words back with clear pronunciation.
- The childminder supports children's emotional well-being effectively. Children form secure attachments to the childminder and each other. They enjoy the positive and playful interactions they have with the childminder.

**It is not yet outstanding because:**

- The childminder does not yet provide a wide range of rich and varied experiences for children who prefer to learn outdoors.
- The childminder has not fully established highly successful strategies for engaging parents in their child's learning at the setting and at home.

## What the setting needs to do to improve further

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

- develop further strategies for involving parents even more closely in their children's learning at the setting and at home, to help children make the best possible progress
- provide a greater range of rich and varied experiences for children who prefer to learn outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child's welfare. Effective steps are taken to assess the safety of the environment and outdoor play area, and to minimise any potential risks. The childminder keeps her mandatory training up to date, such as paediatric first-aid knowledge and safeguarding courses, and this helps her to ensure that children stay safe. She monitors children's development and quickly identifies if there are any gaps in their learning. The childminder provides appropriate support to help develop her assistant's practice. For example, they have regular discussions about ways to improve the provision. Parents are pleased with the progress their children have made.

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

Sensitive observation and accurate assessment help the childminder to plan precisely to reflect children's individual needs. The environment is organised to enable children to move around freely and resources are easily accessible so that children can make choices in their play. The childminder introduces children to different experiences and helps them to gain new skills. For example, they actively engage in planting spring bulbs and learn what the bulb will need to grow successfully. The childminder enthusiastically participates in children's play. She talks to children and takes a genuine interest in their responses. The childminder speaks clearly, uses gestures and repeats words to help to develop children's communication skills.

### Personal development, behaviour and welfare are good

The childminder develops strong, positive relationships with children. Her cuddles, praise and encouragement help to nurture children's sense of self-esteem and well-being. The childminder manages children's behaviour in a positive way, praising them, using distraction and helping them learn to negotiate with one another. As a result, they develop an understanding of other people's feelings and what is acceptable behaviour. Children develop a good understanding of the need for healthy lifestyles. They say when they are hungry and enjoy healthy snacks and meals. Consistent hygiene procedures are in place. Children understand why it is important to wash their hands and keep themselves clean.

### Outcomes for children are good

Children make good progress and are gaining the skills and attitudes that prepare them well for the next stage in their learning. They show fascination for the toys and resources the childminder offers. They enjoy finding out how toys work and press buttons to make different sounds. Children communicate confidently and express their wishes and needs, such as when they are tired or hungry. They develop good physical skills. For example, babies confidently begin to avoid obstacles as they practise walking. Early mathematical skills are emerging as children count and use size language in their play.

## Setting details

<b>Unique reference number</b>	EY494512
<b>Local authority</b>	York
<b>Inspection number</b>	1030459
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She works from the home of her co-childminder in Earswick, York. The childminder operates, Monday to Friday, all year round from 7am to 6pm, except for bank holiday and family holidays. The childminder occasionally works with an assistant.

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