

# Childminder Report

**Inspection date**

7 March 2017

Previous inspection date

31 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 develop strong emotional bonds with the childminder that positively support their well-being. They are very happy and confident in the childminder's home.
- The childminder plans a good range of activities to really engage children. She makes good use of local amenities to provide children with a broad range of enjoyable and purposeful experiences.
- The childminder is very aware of children's individual needs and interests. The children are encouraged to collaborate as they play, which results in strong friendships being formed.
- Children are well behaved and the childminder resolves any minor conflicts sensitively. She teaches children about taking turns and sharing popular resources.
- Testimonials written by parents unanimously praise the high standards of care and learning experiences that the childminder offers their children.
- Children learn about ways to keep themselves healthy. They enjoy a good range of nutritious snacks and drinks throughout the day. There are planned times each day for children to be physically active outside.

### It is not yet outstanding because:

- The childminder does not currently include parents' views as part of her self-evaluation process.
- The partnerships with some settings that share the care of children are not fully developed.

## What the setting needs to do to improve further

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

- find ways to include the views of parents in the self-evaluation process so they fully participate in identifying and prioritising future improvements
- strengthen links with all settings that children attend to establish continuity in children's care and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written testimonials provided.

### Inspector

Rose Tanser

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well qualified and continues to develop her skills through a programme of professional development. She reflects upon her practice and uses her observations of children to identify how she can achieve the best possible outcomes for them. Children's progress over time is carefully monitored to ensure any gaps in their learning and development are closing. The arrangements for safeguarding are effective. The childminder knows the different signs that may cause concern about a child's welfare. She carries out regular checks in the home to keep it secure and to minimise risks. Robust risk assessments are in place for visits in the local area. The childminder follows her policies and procedures rigorously. They are regularly reviewed to ensure they continue to take into account current legislation and guidance.

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

The childminder uses children's interests as a starting point for her teaching. She is very skilful at introducing new ideas to enhance children's learning. For example, as children are playing with the dolls the childminder suggests they could have a party for them. She encourages them to arrange toy food on plates. The children are excited to count the number of candles on the cake. The youngest children are well supported so they can participate in all activities. Parents are asked for important information about their children's prior learning as part of induction arrangements. This allows the childminder to plan appropriately for children straight away. The childminder's observations of children's learning and development are used effectively to assess their progress over time. Parents are kept well informed about their children's progress and value the broad range of activities the childminder plans for children. The childminder is proactive in asking parents to share information about their children's learning at home.

### Personal development, behaviour and welfare are good

Children enjoy playing together with a range of quality resources. They demonstrate high levels of confidence and enjoyment. The childminder is very responsive to children, for example, if they are tired. She makes sure that there are times for children to rest or to be active. Children's achievements are praised, helping them to see themselves as competent learners. The childminder's calm and friendly approach supports children's well-being effectively. Children are made to feel very welcome and included in her home. The relationships between children are very friendly and are nurtured by the childminder. Children learn about people and communities beyond their own experience. They begin to understand how other people's lives differ from their own.

### Outcomes for children are good

Children are very well prepared for the next stage in their learning, including school. They are highly engaged and inquisitive learners. They relish the opportunities to attempt new learning challenges and show much persistence to achieve an outcome. This includes even the youngest children. They develop strong communication skills that support their progress effectively in all aspects of their learning. Their levels of physical and emotional well-being are high.

## Setting details

<b>Unique reference number</b>	313299
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1042818
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	31 January 2013
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Hull. She operates her provision all year round from 7.30am 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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