

# Childminder Report

**Inspection date**

15 November 2017

Previous inspection date

21 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides an effective balance of child-led and adult-led experiences. She observes children's learning and uses their interests well to provide stimulating activities. Children make good progress in all areas of learning.
- The childminder uses opportunities during children's play to enhance their mathematical skills. Older children use numbers accurately and show an understanding of positional language. They develop the skills they need for the move on to school.
- The childminder shows care, warmth and kindness towards children. Children have developed secure bonds with her and go to her for emotional support. Parents are particularly happy with their children's growing levels of self-confidence and self-esteem.
- The childminder has worked hard to build positive relationships with professionals and other settings children attend. She effectively shares and gathers information about children's progress to promote continuity in their care and learning.
- The childminder recognises the importance of helping children to manage their own safety and to become aware of risks. Children show a growing understanding of hazards outdoors, and follow clear boundaries to keep themselves safe on outings.

### It is not yet outstanding because:

- The childminder does not always use the correct vocabulary to help children develop their communication and language skills further, for example, when naming animals.
- The childminder has not fully developed ways to gather feedback from parents, to help drive continual improvements in practice 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:

- use the correct terminology during planned activities, to help children to further develop their existing communication skills
- enhance the ways for parents to provide feedback on the overall effectiveness of the setting, to drive continual improvements in the pursuit of excellence.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder, and reviewed her self-evaluation.
- The inspector obtained verbal and written feedback from parents and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The qualified childminder has high expectations for her setting and shows commitment to maintaining her skills to work with children. For example, she enhanced her understanding of how children learn and uses this knowledge to help prepare resources for them. The childminder has a very good understanding of children's stages of development and carefully monitors their progress. She has procedures to follow to access further support from professionals to close gaps in children's learning. Safeguarding is effective. The childminder is confident to identify and report concerns about children's welfare. She has a robust understanding of the Local Safeguarding Children Board procedures.

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

The childminder understands how children learn through play and exploration. She is skilled at following their lead and is responsive to their individual learning goals. For example, children show interest in using stepping stones in the park. The childminder responds and encourages older children to develop their physical skills and step across them. She challenges them to count in sequence with each step. The childminder prepares focused activities based on children's interests. Children develop their concentration skills and enthusiastically identify animals and their sounds. The childminder shares good information about children's learning with parents. She provides high-quality learning books, which document children's activities, assessments of their progress and show photographs of their experiences. Parents are included and involved in their children's learning, and are happy with the progress they make.

### Personal development, behaviour and welfare are good

The childminder provides safe, stimulating environments for children to develop and grow. Children access resources independently and the childminder encourages them to share, take turns and be kind to each other. Children's behaviour is good and they benefit from regular praise from the childminder. They show they feel valued, happy and comfortable. The childminder teaches children to manage their own personal hygiene in a sensitive and gentle way. This has a positive impact on their emotional well-being. Children show a growing awareness of the importance of good hygiene and a healthy lifestyle. The childminder teaches them about healthy choices and encourages them to wash their hands before mealtimes. The childminder collects robust information from parents and other providers, to help her get to know children before they start. This enables her to meet their care needs and promote inclusion.

### Outcomes for children are good

Children make good progress in relation to their starting points, and are working within the stage typically expected for their age. They show good levels of self-confidence and develop good social skills. Older children show readiness for the move on to school and are emotionally well prepared. Young children benefit from building secure foundations for future learning and are enthusiastic learners.

## Setting details

<b>Unique reference number</b>	EY472153
<b>Local authority</b>	York
<b>Inspection number</b>	1102916
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 May 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in York. She operates all year round from 8am to 6pm on Monday to Wednesday, and 8am until 2pm on Thursdays, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

