

Childminder Report

Inspection date

16 November 2017

Previous inspection date

9 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 are enthused and become engrossed in activities. They enjoy their play and actively explore and investigate the environment. They demonstrate a positive attitude towards learning that helps to prepare them for when they start school.
- The childminder provides a wide range of stimulating activities linked to children's interests. Children are engaged and motivated in their play and learning. They stay focused and show good concentration and listening skills.
- Children behave well and listen carefully to the childminder. She consistently makes them aware of her expectations for their behaviour. She encourages them to take turns and share appropriately. This in turn motivates them to play together well.
- Children are very happy and settled in the childminder's care and form strong bonds with her and each other. She successfully promotes children's emotional well-being.
- The childminder shows dedication and reflects upon her practice appropriately. Parents highly praise the care and support their children and they receive.

It is not yet outstanding because:

- The childminder's support for younger children's speech and language development is not always of a high enough standard to make sure any gaps in this aspect of their development close swiftly.
- The childminder does not regularly gather information from parents about their children's achievements and learning at home, to complement her teaching and plan even more precisely for the next steps in children's learning.

What the setting needs to do to improve further

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

- enhance the teaching methods used to build on the youngest children's communication and language skills to help them develop their speech, say words correctly and build up their vocabulary further
- strengthen ways to help parents share what they know their children can do at home, on an ongoing basis, to contribute to the assessment of what children can do and use it to build on 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 and working 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 knows how to respond to any concerns she has about children's welfare. She understands when to record specific details to maintain children's well-being and to follow her policy for local safeguarding procedures. The childminder takes positive steps to develop her skills and knowledge. For example, she attends local partnership training events and uses the knowledge gained to improve the range of activities for children. The childminder supports her assistant effectively. He has a paediatric first-aid certificate and reads her policies. The childminder has developed good partnerships with other settings that children attend. This helps to promote a continued approach to care. She monitors children's development and provides parents with regular summaries of their children's progress and shares information about the day's routines and activities.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn. She provides a wide range of exciting toys and resources. For example, children spend a long time in an activity in which they describe and sort their favourite small-world characters. Overall, the childminder uses her teaching skills well to support children's development. She talks about previous experiences with the children and demonstrates how things work. Older children share their thoughts and ideas well. They show they are learning and are confident in their discussions. For example, children recognise letters within a creative activity, showing their early literacy skills. Younger children recognise shapes and demonstrate this mathematical awareness using finger actions. Children are developing necessary skills in preparation for the next stage in their learning.

Personal development, behaviour and welfare are good

The childminder offers children plenty of encouragement and praise as they play. This supports them effectively to learn to share, be kind and use good manners. Children settle quickly in the childminder's home and become absorbed in their choice of play. For example, younger children know how to select what they want to play with. They know what toys are on offer and make their request clear. This promotes their self-confidence and independence well. The childminder provides a range of healthy food and knows how to support children with allergies well. She teaches children good personal hygiene routines effectively. For example, children select themselves a small cloth hand towel and know to place it in the laundry bin after they use them. This helps children learn to do things for themselves.

Outcomes for children are good

Children make good progress, overall. They are confident and are becoming successful learners. Children show a willingness to try and really enjoy the activities provided. Older children persevere and concentrate as they carefully select and match shapes. Younger children select and fit shapes into matching spaces. This supports their mathematical understanding well. Children form strong friendships and secure attachments with the childminder which promote their well-being and independence.

Setting details

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|------------------------------------|---|
| Unique reference number | EY410122 |
| Local authority | York |
| Inspection number | 1065529 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 12 |
| Number of children on roll | 20 |
| Name of registered person | |
| Date of previous inspection | 9 September 2013 |
| Telephone number | |

The childminder registered in 2010. She operates her provision all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with an assistant.

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