

# Childminder Report

**Inspection date**

7 December 2017

Previous inspection date

17 March 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 quality of teaching is good. The childminder knows the children well and offers an informal, relaxed approach to learning. The childminder praises and encourages children to have a go at activities. This helps to build up their confidence and self-esteem.
- The childminder implements a variety of records, policies and procedures that helps to support her good practice. She carries out daily safety checks to reduce any hazards. This helps her to promote children's safety and welfare at the highest level.
- The childminder is a good role model for children and manages their behaviour positively. Children learn how to share, take turns and be considerate of each other's feelings.
- Children develop good communication and language skills. The childminder engages them in meaningful conversation and models the clear and correct use of words during play and activities. Children make good progress in their learning.
- The childminder is keen to develop her provision further and the service she provides to continually support good outcomes for children.

### It is not yet outstanding because:

- Sometimes, the childminder does not plan precisely for children's next steps in learning, to promote even more rapid progress.
- The childminder does not gather enough detailed information from parents about children's capabilities at home when they first start at the setting.

## What the setting needs to do to improve further

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

- enhance planning for what children need to learn next so that they have even more challenging opportunities that increase the potential for them to make rapid progress in learning
- work more closely with parents when children first start at the setting and gather precise information about what their children know and can already do.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of the suitability of all adults living in the household.
- The inspector spoke to the children during the inspection.
- The inspector took account of the views of parents through written testimonials and cards obtained by the childminder.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role to protect children from harm and has procedures to follow if she has concerns about their welfare. She attends regular safeguarding training and keeps up to date with changes in legalisation to ensure her procedures are current. The childminder works closely with other local childminders and shares good practice ideas. She has established effective links with other early years settings that children attend to ensure consistency in their learning and development. Overall, the childminder provides parents with good information about their child's progress and the activities that their child has participated in.

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

The well-qualified childminder uses observations and assessments of children's play to monitor their progress effectively. This contributes to positive outcomes for children and they make good progress from their individual starting points. Children are motivated and demonstrate they can concentrate well. The childminder promotes children's mathematical development through activities and daily routines. They count and name different shapes and colours as they play games with her. The childminder provides many opportunities for children to develop their early reading skills, for example, she has many books and other materials. She helps children to understand that print carries meaning. The childminder provides age-appropriate opportunities for children to learn about other people and the world around them. For example, they learn about different festivals and celebrations. Children gain social skills while attending play sessions and toddler groups.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming family environment. Children demonstrate that they feel safe and have a sense of belonging in the childminder's home. The childminder provides opportunities for children to be physically active. She takes them to the local park to develop their upper body strength. The childminder provides healthy snacks that take into account children's preferences. Children have many opportunities to extend their self-care skills and manage their own personal care routines. For example, they wash their hands before eating and are confident in taking off their own coats and shoes.

### Outcomes for children are good

Children develop a positive attitude towards learning. They are confident to initiate their own ideas. Children develop their early writing skills. For example, they make marks with crayons and paint. Children benefit from role-play opportunities with the dressing-up clothes, dolls and the outdoor mud kitchen. The skills and attributes children are acquiring prepare them well for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	EY392485
<b>Local authority</b>	York
<b>Inspection number</b>	1087325
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 March 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Copmanthorpe, York. She operates Monday to Thursday, term time only, from 7am to 6pm. The childminder holds a relevant childcare qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

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