

# Childminder Report

**Inspection date**

17 January 2018

Previous inspection date

2 December 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The childminder does not hold a current paediatric first-aid certificate.
- The childminder's self-evaluation procedures are not yet sufficiently organised to ensure her ongoing compliance with requirements, such as renewing mandatory training.
- Sometimes, background noise from television and music distracts children from focusing fully on activities that help promote their understanding of the correct pronunciation of words.

### It has the following strengths

- The childminder's home is bright and welcoming. She uses various teaching methods to extend children's learning. The childminder asks children questions that encourage them to think for themselves. She demonstrates and helps children to acquire new skills.
- Parents comment that they appreciate the childminder and are happy with her service.
- Children are independent, motivated and confident learners. The childminder provides resources that help extend children's literacy skills. They learn that print has meaning, identify their own named coat pegs and older children practise writing letter shapes.
- Children are well prepared for the next stages in their learning. They behave well, are engrossed in their imaginative play and are considerate towards each other. They learn to share, listen intently and are inquisitive in their nature.
- Children learn about healthy lifestyles. They discuss nutritious foods, the importance of washing hands and have opportunities to brush their teeth.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- obtain and maintain an appropriate first-aid certificate. 28/02/2018

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

- strengthen self-evaluation procedures to ensure ongoing compliance with statutory requirements, and to raise the overall quality of the provision
- provide children with good opportunities to hear the correct pronunciation of words to further extend their communication and language skills.

## Inspection activities

- The inspector looked at a sample of documentation, including the childminder's training certificates, policies and procedures. She also checked evidence of the suitability of all adults living on the premises.
- The inspector observed teaching and considered the impact on children's development and enjoyment. She observed a planned adult-led activity and discussed this with the childminder.
- The inspector interacted with children at appropriate times throughout inspection and took account of the views of parents expressed in written comments.
- The inspector discussed self-evaluation with the childminder.
- The inspector looked at all the areas of the childminder's home that are used for childminding purposes, including the garden.

## Inspector

Karen Tyas

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder knows the procedure she should follow if she has any child protection concerns for a child. She identifies and minimises potential hazards to children. This helps children to remain safe in her care. The childminder has not ensured that she maintains an appropriate first-aid certificate. However, the breach is an administrative oversight and has minimal impact on children's safety. The childminder demonstrates verbally that she is knowledgeable about what to do in the event that a child needs emergency first-aid treatment. She thinks about her service and strives to represent the views of children and parents when making plans for improvement. However, the childminder's self-evaluation procedures are not yet sufficiently organised to ensure that mandatory training, such as first aid is completed in good time. The childminder effectively monitors children's progress and targets any gaps in learning. She shares information with relevant professionals to ensure consistency between settings.

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

The well-qualified childminder knows how to motivate children to learn. She uses their interests to excite them. Children demonstrate good levels of concentration despite their tender age. Children are supported as they extend their understanding of the world. They construct shapes and patterns using modelling straws. Children investigate a book that contains metal locks and catches. They enjoy the sensory aspect of touching the cold metal and experiment ways to move the parts. Children of all ages practise mathematical skills, such as counting in sequence. The childminder asks children if they would like to help her make a fruit salad. They practise and improve their hand-to-eye coordination as they use a safety knife and they count the number of fruit pieces.

### Personal development, behaviour and welfare are good

The childminder values the outdoor area as a valuable learning environment. Children enjoy daily opportunities to practise their physical skills in the fresh air. They use ride-on toys in the childminder's garden, kick footballs and make dens. Children also extend their learning experiences during outings. They enjoy visits to farms, libraries and museums. Children's self-esteem is supported well. The childminder praises children's efforts and celebrates with them when they achieve. Children smile and demonstrate a sense of pride in what they do. Children learn skills that help them to be independent. They make choices, voice their thoughts and are eager to help the childminder.

### Outcomes for children are good

Children make good progress overall, including those in receipt of free early education. They develop the skills and attributes needed for when the time comes to start school. Children help to tidy up and respond well to requests. They understand routines and boundaries and develop social skills, such as making friends. Children are content and settled in the childminder's care. They develop increasing confidence through personal achievements and positive interactions with each other and the childminder.

## Setting details

<b>Unique reference number</b>	EY284189
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1064571
<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 - 9
<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>	2 December 2013
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Anlaby, Hull. She works Monday to Thursday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She receives funding to provide free early education for three-year-old children.

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Piccadilly Gate  
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