

Childminder Report

Inspection date

8 May 2018

Previous inspection date

11 December 2014

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

- The childminder consistently reinforces her behavioural expectations through praise and positive encouragement. She teaches children good manners and helps them to understand how their behaviour can affect others. Children develop good social skills and behave very well.
- The qualified childminder plans a wide range of challenging activities that she bases around children's interests and next steps in learning. Children are active learners who make good progress.
- The childminder works well with parents to promote continuity in children's learning and care. She obtains information from them about children's achievements at home and uses this to inform her planning effectively.
- The childminder is a reflective practitioner. She identifies clear targets for development based on her good knowledge of children's needs. For instance, she has plans to increase opportunities for children to learn about other people's customs and cultures.

It is not yet outstanding because:

- On occasions, the childminder misses opportunities that arise during play to support children to develop their counting and calculation skills even further.
- Although the childminder completes all essential training, she does not follow an ambitious programme of professional development to strengthen her good teaching skills to an even higher level.

What the setting needs to do to improve further

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

- provide more opportunities for children to count and calculate to build on their good mathematical skills further
- extend programmes of professional development to help raise the quality of teaching and enhance outcomes for children even further.

Inspection activities

- The inspector had a tour of the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of adults living on the premises.
- The inspector talked to children and considered the views of parents through written feedback provided.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular child protection training to ensure that her knowledge is current and up to date. She recognises the possible signs of abuse and knows how to report any concerns to the appropriate authorities. The childminder uses risk assessments effectively to minimise any potential hazards and maintain a safe environment for children. Parents' feedback is very positive. They appreciate the information provided through daily diaries, helping them to share in children's experiences. The childminder works well with local schools to share important information and promote continuity in children's learning and care successfully.

Quality of teaching, learning and assessment is good

The childminder is attentive and interacts well to aid children's enjoyment and perseverance in activities. She enthusiastically reads stories and encourages children to join in with repeated words and phrases. The childminder asks a good range of questions and supports children to share their thoughts and ideas. She helps them to link sounds to letters and encourages them to draw and make marks. Children demonstrate good hand-to-eye coordination as they throw balls to knock down skittles. They listen to the childminder, follow her instructions and wait patiently for their turn. The childminder uses accurate assessments to monitor children's progress and plan precisely for their next stages in learning.

Personal development, behaviour and welfare are good

The childminder has a gentle and caring manner. She develops strong, trusting relationships with children and their families. Children display high levels of confidence and are relaxed in the childminder's care. They confidently choose resources and make decisions about their play. The childminder promotes healthy lifestyles well. For instance, she leads invigorating dance sessions to encourage children to be physically active. Children are energetic and excitedly create movements in response to the music. They benefit from daily opportunities to play outdoors and visit local playgroups regularly where they mix with other similar aged children.

Outcomes for children are good

Children develop many key skills in readiness for their later move to school. They have a positive approach to learning and demonstrate a strong willingness to try new things. Children join in with familiar songs and rhymes. They show an interest in technology and know how to operate programmable toys. Children develop strong friendships with others and play amicably together. They are helpful and competently tidy away resources when they have finished with them.

Setting details

Unique reference number	EY371167
Local authority	York
Inspection number	1104760
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	11 December 2014
Telephone number	

The childminder registered in 2008. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

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