

Childminder Report

Inspection date

23 May 2018

Previous inspection date

16 October 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 works very well with parents to promote children's learning at home and in the setting. For example, she sends home challenging activities based around children's next steps to support parents to build on their child's learning well.
- The childminder has a friendly and bubbly personality. She forms strong bonds with children and knows them well. Children are relaxed and happy in the childminder's home. They enjoy cuddling up to her to share books and sing rhymes.
- Children develop good language and communication skills. The childminder speaks clearly and encourages children to repeat words back to her. She engages children in meaningful conversations and asks questions to help them to share their thoughts.
- The childminder is keen to develop professionally. She participates in webinars and has completed a vast amount of training to develop her knowledge, skills and understanding of practice further. Recently, the childminder has gained a deeper understanding of how to help children prepare for school.

It is not yet outstanding because:

- The childminder misses opportunities to help children to calculate to extend their good mathematical skills even further.
- Very occasionally, the childminder does not respond to children's emerging interest to help them to explore and build on their own ideas.

What the setting needs to do to improve further

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

- provide increased opportunities for children to calculate, to build on their good mathematical skills further
- respond to children's emerging interests consistently to help them explore and develop their own ideas.

Inspection activities

- The inspector toured the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector jointly observed an activity with the childminder.
- The inspector looked at evidence of the suitability of adults living on the premises, a sample of policies and discussed assessments of children's learning.
- The inspector considered the views of children and parents.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The childminder is ambitious and keen to develop her practice and provision further. She uses self-evaluation well to plan pertinent developments and raise outcomes for children. For instance, the childminder plans to introduce further activities to support children to learn about the natural world. The arrangements for safeguarding are effective. The childminder carries out rigorous risk assessments to ensure that her premises are safe and secure. She teaches children safety rules and clearly explains why they are important to help children to understand how to stay safe. The childminder has a good understanding of child protection matters and is alert to the possible signs of abuse. She knows how to report any concerns to the appropriate authorities.

Quality of teaching, learning and assessment is good

The childminder carefully observes children at play to monitor their progress and target the areas that they most need support in successfully. She gathers useful information from parents when children first start and uses this to inform her accurate assessments. Children create stories around toys as they pretend that the fire engine has overturned. The childminder joins in and models role play to help children to build on their imaginative skills well. She supports children to complete puzzles and encourages them to identify shapes and numerals. Children enjoy listening to stories. They answer questions about the pictures and engage in lively discussions with the childminder about dinosaurs. When the time comes for children to move on to school, the childminder provides teachers with important information. This promotes consistency in children's learning and care effectively.

Personal development, behaviour and welfare are good

The childminder makes thoughtful and flexible arrangements to help children to settle quickly. She provides a welcoming and homely environment. Children benefit from many opportunities to visit the nearby park and play in the childminder's garden. They are energetic and climb apparatus confidently. The childminder is consistent in her approach to behaviour management. She conveys clear messages to children about what she expects and explains the reason behind her rules and requests. Children listen to the childminder and behave well.

Outcomes for children are good

All children make good progress. They develop many skills that prepare them well for future learning and for starting school. Children develop firm friendships and play harmoniously together. They take turns and share resources fairly. Children successfully fit shapes into spaces on inset boards. They build elaborate structures using bricks and competently identify colours.

Setting details

Unique reference number	EY414346
Local authority	York
Inspection number	1105161
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	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	16 October 2014
Telephone number	

The childminder registered in 2010. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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