

# Childminder Report

**Inspection date**

7 June 2018

Previous inspection date

28 January 2015

<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 childminder has a gentle and caring approach. Children display high levels of confidence and enthusiastically explore the well-resourced environment. They have strong bonds with the childminder and clearly enjoy her company.
- Children are strong communicators. The childminder asks a good range of questions to support children to express their ideas and opinions. She provides sensitive guidance to help children to overcome challenges and solve simple problem independently.
- The qualified childminder knows how children learn and develop. She reflects on practice well to plan relevant improvements that benefit children's learning. For example, she plans to develop her garden to provide enough more-challenging activities to support children who prefer to learn outdoors.
- Children develop many key skills in readiness for future learning and eventual moves to school. For instance, they are very independent and competently put on their own shoes, before going outdoors.

### It is not yet outstanding because:

- Although the childminder works well with parents overall, she has not developed highly effective strategies to share robust information with them about how they can continue to support their child's learning at home.
- The childminder's programme of professional development is not highly focused on raising the quality of her teaching 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:

- devise even better systems to share information with parents about ways they can further support children's learning at home
- extend professional development activities and focus more precisely on developing teaching skills to an even higher level.

### 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 looked at evidence of the suitability of adults in the household, a sample of policies and procedures and discussed the childminder's improvement plan.
- The inspector completed a joint observation with the childminder.
- The inspector took account of parent testimonies and talked to the children.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

Partnerships with other settings and feeder schools are strong. The childminder uses very effective communication methods to exchange information and promote continuity in children's learning and care. She works well with other professionals to implement agreed interventions and close any gaps in children's learning. The arrangements for safeguarding are effective. The childminder ensures that her knowledge of child protection matters is current and up to date. She is alert to the possible signs of abuse and knows how to report any concerns about children's welfare. The childminder completes robust risk assessments to ensure that her premises are safe, secure and hygienic. Parents' feedback is very complimentary. They say that they really value the online learning journals that help to keep them well informed of their child's progress.

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

Children are motivated learners who engage in a wide range of purposeful activities. For example, they excitedly make food out of dough and pretend to cook it in the oven. The childminder interacts well to model role play and ignite children's imaginations. She demonstrates new skills and encourages children to investigate what happens when they mix colours together. Children show good dexterity as they mould the dough into shapes. The childminder is full of praise as children correctly identify numerals. She introduces mathematical language and helps children to count in sequence. The childminder knows children well and provides many opportunities for them to explore their own interests. She makes accurate assessments and uses these proficiently to successfully support children to move on to the next stage in their learning.

### Personal development, behaviour and welfare are good

Children behave very well. The childminder provides clear explanations as to why rules exist and helps children to consider the feelings of others well. She provides nutritious meals and involves children in the preparation of food. Children demonstrate good physical skills as they use knives safely and with control. They are energetic and benefit from unrestricted access to outdoors. Children have a wonderful time dressing up as construction workers and skilfully balance large blocks to create structures. They regularly attend playgroups, where they develop firm friendships with other children in the community.

### Outcomes for children are good

Children make good progress in their learning and development. They have good mathematical skills and confidently order items by length. Children are sociable and demonstrate friendly behaviour. They have good concentration skills and play harmoniously together, taking turns and sharing resources fairly.

## Setting details

<b>Unique reference number</b>	EY414020
<b>Local authority</b>	York
<b>Inspection number</b>	1094455
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 January 2015
<b>Telephone number</b>	

The childminder registered in 2010. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

