

Childminder Report

Inspection date

11 June 2018

Previous inspection date

8 June 2015

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 provides a welcoming and nurturing environment, where children flourish. She has a caring nature and builds strong trusting relationships with children and their families. Children are self-assured and develop good social skills.
- The qualified childminder tracks children's progress efficiently to identify areas where they most need support. She plans challenging activities to build on children's existing skills and knowledge successfully. Children make good progress in their learning and development.
- The childminder is skilled in helping children to gain communication and language skills. For instance, she provides a commentary, models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions.
- The childminder uses self-evaluation well to strengthen her practice and raise outcomes for children. For example, she plans to introduce more opportunities for children to learn about how plants grow and change overtime.

It is not yet outstanding because:

- The childminder's professional development activities are not highly focused on raising teaching and learning to an even higher level.
- Occasionally, the childminder does not provide children with enough time to explore their interests and develop their own ideas during adult-led activities.

What the setting needs to do to improve further

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

- focus professional development opportunities more precisely on gaining further knowledge and skills to help to raise the quality of teaching even higher
- provide children with increased opportunities to explore their interests and develop their own ideas during adult-led activities.

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 held discussions with the childminder. She looked at evidence of the suitability of adults living on the premises and a sample of policies and other important documentation.
- The inspector carried out a joint observation with the childminder.
- The inspector talked to the children and considered parents' written feedback.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is alert to the possible indicators of abuse and knows what action to take if she has any concerns about children's welfare. She carries out scrupulous risk assessments to ensure that her home is safe and secure. Partnerships with parents are good. The childminder uses effective communication methods to share information and promote children's learning at home and in the setting. Parents' feedback is very positive. They praise the high standards of care and imaginative learning experiences provided by the childminder. Links with other providers are strong. The childminder finds out what children are learning at school and uses this to complement her teaching. She exchanges information with them about children's achievements to foster a shared approach to learning and care successfully.

Quality of teaching, learning and assessment is good

The childminder knows children well. She makes good use of her accurate assessments to plan precisely for children's next steps in learning. Children show good dexterity as they squeeze and manipulate dough. They clearly enjoy the sensory experience and show an interest in the marks that they make. The childminder takes opportunities that arise to help children to count and calculate to build on their mathematical skills successfully. She supports children to find out what happens when they mix colours together. Children's imaginative skills are developing well. They excitedly pretend to prepare and serve hot drinks in the play kitchen. The childminder is supportive and interacts well to guide and extend their play.

Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder consistently reinforces her behaviour expectations through gentle guidance and praise. Children respond to her well and are keen to help with routine tasks such as tidying away. The childminder helps children to adopt healthy lifestyles. For example, she ensures that they follow good hygiene routines and provides nutritious meals to endorse healthy eating habits effectively. Children are energetic and have plenty of opportunities to enjoy fresh air and physical activity. They practise balancing on bicycles, knowing that the childminder is close by to provide physical support when needed.

Outcomes for children are good

Children gain the key skills they need for future learning and eventual moves to school. For example, they develop a love for books and enjoy cuddling up to the childminder to share stories. Children join in with action songs and confidently imitate animal sounds. They have a positive approach to learning and demonstrate a strong willingness to explore and try new things.

Setting details

Unique reference number	401970
Local authority	York
Inspection number	1091003
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	8 June 2015
Telephone number	

The childminder registered in 2001. She operates on Monday to Friday all year round from 7.15am to 6pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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