

Childminder report

Inspection date	7 November 2018
Previous inspection date	24 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder knows the children well and understands how they learn and develop. She makes regular assessments of what children know and can do and recognises any gaps in their development. The childminder swiftly acts to tailor play experiences to further support these areas. Children make good progress in their learning.
- The childminder develops strong emotional bonds with children from the start. Children are happy and settled, and the childminder is caring and attentive to their needs. Children thoroughly enjoy the childminder's company and are eager for her to join in their play.
- The childminder develops good partnerships with parents. She knows the families well and regularly shares information with them about children's learning and progress. This supports consistency in children's care and learning.
- The childminder provides a welcoming environment where all children feel valued. She organises her home well to enable children to lead their own play. This enables children to explore their interests and develop their independence.

It is not yet outstanding because:

- The childminder does not consistently explain the possible consequences of children's actions, to help raise their awareness of their own safety.
- Occasionally, the childminder does not prepare children for a change in the routine, which disrupts their engagement and concentration in an activity.

What the setting needs to do to improve further

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

- give children consistent reasons regarding the consequences of their actions to help raise their awareness of their own safety
- prepare children for changes in routine so as not to disrupt their engagement and concentration in an activity.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector had a tour of the premises and spoke with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Lynne Pope

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is confident in her ability to protect children. She is clear about how to report any possible concerns about children's welfare. She regularly carries out risk assessments for her home and outings, to minimise hazards for children. The childminder continues to enhance her professional development. For example, she attends regular training and exchanges ideas about good practice with other childcare professionals. She uses new skills and knowledge effectively to help her foster children's well-being and support their learning. The childminder has ongoing procedures to evaluate her practice. She highlights a monthly plan that focuses on areas for improvement. The childminder seeks the views of the parents and takes swift action to address any concerns.

Quality of teaching, learning and assessment is good

The childminder matches activities closely to children's interests and needs. Children are developing into confident communicators. The childminder consistently uses simple techniques, such as repeating and extending words during their play, to help their growing vocabulary. The childminder helps children to recall prior learning, for example, children recall that they planted apple seeds and are proud to show that they are growing in a pot. She is adept at introducing relevant learning as they play. For instance, children make marks on writing pads as they pretend to write lists of food in the café. They discuss healthy foods and where certain foods come from. Children have fun exploring water in a wide variety of ways, such as helping to wash dishes after lunch, playing in the water tray in the garden and independently filling watering cans from a tap.

Personal development, behaviour and welfare are good

Children are keen to see the childminder and welcome her cuddles. She fosters their independence well. Children learn to manage their self-care needs from a young age. For example, they are keen to try to put their shoes on and fasten their coats. The childminder manages children's behaviour well. For instance, when children argue over the same toy, she is consistently calm as she talks to them about how to share. The childminder recognises and praises children when they listen well and show care and concern for others. She provides children with access to daily fresh air and physical exercise. Children have opportunities to meet with other children when they visit local groups. This helps develop their social skills.

Outcomes for children are good

All children develop the key skills needed for the next stage in their learning and their eventual move to school. They are independent, inquisitive and sociable. Children show confidence with visitors and are self-assured. They gain good literacy skills and show an interest in the letters that are in their name and that they see in the environment, such as street signs.

Setting details

Unique reference number	EY248548
Local authority	York
Inspection number	10071444
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 February 2015

The childminder registered in 1998 and lives in the Haxby area of York. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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