

Childminder report

Inspection date	20 November 2018
Previous inspection date	17 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Children develop close relationships with the childminder. She is caring and kind in her approach and helps to foster children's confidence and emotional well-being successfully.
- The childminder has a good relationship with parents. She uses a variety of methods to communicate with them. This helps to ensure parents are well informed about their children's day. Parents' written comments are highly positive about the care and learning their children receive.
- Overall, the qualified and experienced childminder promotes children's learning and development well. Children are eager to join in with activities and experiences provided and make good progress in their learning.
- The childminder holds discussions with her assistant about her performance and responsibilities within the setting. This helps her to ensure there is a consistent approach to children's care and learning.
- The childminder carefully reflects on her practice with the help of children and parents. She identifies areas for development, such as recently improving the garden so that it can now be used in all weathers.

It is not yet outstanding because:

- The childminder's professional development plans do not currently identify ways to increase her knowledge and skills to raise her already good teaching to a higher level.
- The childminder does not consistently use her good assessments to identify precisely what children need to learn next to help them to make rapid progress.

What the setting needs to do to improve further

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

- build further on professional development plans to continually extend knowledge and raise the quality of teaching to an even higher level
- strengthen the use of observations and assessments so that planning for children's next steps in learning is extremely sharply focused.

Inspection activities

- The inspector observed the quality of teaching during activities 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 viewed the premises and spoke to children during the inspection.
- The inspector took account of the views of parents from the written feedback provided.

Inspector
Karen Tervit

Inspection findings

Effectiveness of leadership and management is good

The childminder has successfully addressed actions and recommendations raised at her last inspection. For example, she now has a valid first-aid certificate to further assure children's safety and welfare. Safeguarding is effective. The childminder has a good understanding of how to keep children safe. She knows what to do if she has a concern about the welfare of a child and uses information from training to update her policies, which accurately reflect local safeguarding procedures. Overall, the childminder monitors children's progress and development. This helps her to identify any potential gaps in their learning and provide any additional support. The childminder works in close partnership with parents and other professionals involved with children to help meet their individual needs.

Quality of teaching, learning and assessment is good

The childminder observes children during activities and is aware of the progress they are making. The childminder carefully follows children's lead and supports their interests. She joins in with their play, sitting on the floor with them. Children are motivated and show a willingness to try things for themselves. For example, children show good determination and perseverance as they use tweezers to pick up the conkers and place their word cards in the slot in the post box. The childminder promotes children's developing language skills at every opportunity. For example, she engages children in conversations, rephrases words so that they hear the correct pronunciation and introduces new words. The childminder supports children's mathematical skills well. For example, she encourages them to practise their counting skills as they buy items from their role-play shop.

Personal development, behaviour and welfare are good

Effective settling-in arrangements ensure that children's emotional well-being is supported from the start. The childminder is very sensitive to children's needs. For example, she knows when children are becoming tired and need to sleep. The childminder gives the children freedom to explore and discover in their own ways, offering support and guidance at all times. Children behave well and display friendly behaviour towards each other and to the childminder. They are encouraged to be independent as they play and learn. For example, young children are learning to chop their own fruit and butter their crackers at snack time. Children have many opportunities to socialise with others and develop their physical skills. For example, they visit local community groups and enjoy frequent outings to the park and local places of interest.

Outcomes for children are good

Children progress well from their starting points. They gain the skills they need to help them with the next stage in their learning and their eventual move on to school. Children learn how to be independent. For example, young children hang up their coats and put their shoes away when they come indoors. They are developing good imagination skills. For example, they thoroughly enjoy trying on different types of glasses and collecting the items they need to go shopping.

Setting details

Unique reference number	EY284189
Local authority	East Riding of Yorkshire
Inspection number	10080286
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	12
Number of children on roll	11
Date of previous inspection	17 January 2018

The childminder registered in 2004 and lives in Anlaby, Hull. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. Occasionally, she works with an assistant.

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