

# Childminder report

<b>Inspection date</b>	29 November 2018
Previous inspection date	26 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

### This provision is good

- The childminder and her new assistant have formed a strong and effective team. They are committed to developing their practice further and to making ongoing improvement.
- Knowledge of the written procedures for safeguarding is secure. The childminder and her assistant know what to do if they have a concern about a child or each other. This ensures that children are kept safe from harm.
- Children are well supported when they start with the childminder. They settle down quickly and get to know the everyday routines well. As a result, children grow in confidence and their well-being is fully nurtured.
- The childminder finds out where children are in their learning and development right from the start. She gives parents regular feedback about their children's care and achievements. This means that relationships with parents are positive and well established.
- Children are offered a wide range of learning experiences, appropriate to their age and stage of development. As a result, children enjoy their time at the setting and are making good progress.
- The childminder is not fully aware of the risks associated with the use of specific large-play equipment.
- Occasionally, opportunities are missed to extend young children's developing language skills and increase their use of new words in conversations and everyday activities.

## What the setting needs to do to improve further

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

- reflect on and strengthen how risks are managed, in particular for the use of specific large-play equipment
- provide and extend opportunities to increase young children's vocabulary and raise their achievements to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation with the childminder.
- The inspector looked at a range of documents and checked evidence of the suitability of the childminder, her assistant and adult members of the household. The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback provided.

#### Inspector

Lois Wiseman

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has taken prompt and effective action to address the weaknesses identified at the last inspection. She has worked hard to make significant improvements to the overall quality of her practice and to better the outcomes for children even further. Safeguarding is effective. The childminder ensures that her own and her assistant's child protection training is up to date. Children are supervised well and enjoy playing in a safe and secure environment. The childminder meets with her assistant regularly and supports her ongoing development. The childminder values professional development and aims to bring her own skills to an even higher level. This ensures that her teaching practices with the children are good and continue to improve. The childminder understands the children's developing interests. She uses this knowledge to plan appropriate activities for the children.

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

The childminder has reviewed and made effective changes to how she checks what the children can do and how they can then make further progress. As a result, she shapes the activities offered, more precisely to help support children's individual learning needs at a higher level. The indoor and outdoor learning environments are bright and stimulating. Children can choose the objects they want to use easily. This means that they are motivated and become very engaged in their play. The childminder plays alongside the children, helping to sustain their interest. Children focus well on what they are doing. For example, younger children concentrate as they find the holes in conkers and then thread them onto a fine string. Older children feel very proud as they try hard to learn basic first-aid skills. As a result, children are thriving at this setting.

### Personal development, behaviour and welfare are good

The childminder is caring, friendly and welcoming. She respects and values the children, helping them to become independent learners. For example, younger children are encouraged to move each foot up the steps as they climb up the slide. This means that children are learning to manage risks in their play and feel proud of what they do. Children eat healthy and nutritious food and are encouraged to wash their hands regularly. The childminder talks positively to the children and praises them for what they do well. As a result, children's behaviour is good and they are developing a 'can-do' attitude in their play. There are many opportunities for children to get fresh air and exercise. Children learn about the changing seasons as they play in the garden, which supports their understanding of the world.

### Outcomes for children are good

Children are making good progress in relation to their starting points. They are developing their literacy skills as they enjoy sharing stories with the childminder. Mathematical skills are promoted well as children count objects in their play and in their environment. Children are keen learners and like to explore and practise their skills. The childminder gives children plentiful opportunities to become independent in activities and routines. She prepares them well, emotionally and physically, for their next stage in learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY446457
<b>Local authority</b>	York
<b>Inspection number</b>	10081953
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	29
<b>Date of previous inspection</b>	26 June 2018

The childminder registered in 2012 and lives near York. She operates all year round from 6.45am to 6pm, Monday to Sunday, except for family holidays. The childminder provides funded early years education for three-year-old children. The childminder works with an assistant, on occasions.

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