

Childminder report

Inspection date	9 January 2019
Previous inspection date	10 March 2014

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

This provision is good

- The well-qualified childminder provides a homely and welcoming learning environment. Children enjoy investigating and exploring good-quality resources in the spacious and organised childminder's home.
- Children of all ages make good progress in relation to their starting points. They are enthusiastic, confident and motivated to learn and accomplish new skills. Children are inquisitive and demonstrate good levels of concentration from an early age.
- The childminder is an effective role model. Her nurturing interaction helps promote children's emotional well-being and supports their good behaviour.
- The childminder makes best use of opportunities to enhance her knowledge and understanding through a programme of targeted, continued professional development. This helps to ensure that she continues to improve and offers high-quality care.
- The childminder occasionally interrupts children's play, such as when she carries out routine tasks. This does not always fully support children's learning and development to the highest possible level.
- The childminder gathers information from parents about their children's care and emotional needs when they first attend. However, she does not always provide parents with opportunities to share specific information about their children's existing skills and abilities. This means that initial assessments sometimes lack detail.

What the setting needs to do to improve further

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

- review the organisation of daily routines to provide children with time to finish their play and explore their own interests to their full satisfaction and to support their learning and enjoyment to the highest possible level
- provide parents with opportunities to share specific details of their children's existing skills and abilities when they first attend and use this information to enrich initial assessments.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector sampled a range of documentation, including evidence of the suitability of all adults living on the premises, children's records, policies and procedures.
- The inspector held discussions with the childminder about her practice and interacted with children at various times throughout the inspection. She took account of the views of parents from written testimonies.
- The inspector completed a joint evaluation of an activity with the childminder and discussed the impact of her teaching on children's learning.
- The inspector held discussions with the childminder about how she monitors children's progress and the effectiveness of partnerships with parents.

Inspector

Karen Tyas

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do in the event that she has a concern about a child's welfare. She effectively identifies and minimises potential hazards to children's safety. The childminder completes all mandatory training which successfully supports her practice with the children. For example, she has attended paediatric first aid which means that she knows what to do in the event of a medical emergency. She accurately monitors children's progress and identifies and swiftly targets any gaps in their learning. The childminder understands the benefits to children of a shared approach to their learning and care. She exchanges information with relevant professionals to promote consistency between settings. Partnerships with parents are strong and they are happy to contribute to the childminder's self-evaluation. Parents state in written testimonials that they appreciate and greatly value the service she provides.

Quality of teaching, learning and assessment is good

The childminder is enthusiastic in her approach to supporting children's learning. All ages of children are motivated and eager to learn as a result of her skilful approach to teaching. She recognises the learning potential in activities. The childminder encourages children to develop their mathematical skills. For example, she supports children to count how many toy frogs they have and they enjoy singing rhyming and counting songs with her. She laughs with children as they bounce fabric spiders suspended on elastic. Children begin to develop an understanding that print has meaning. The childminder reads their favourite stories to them and they look at labelled pictures and other printed words. The childminder plans meaningful next steps to extend children's learning and shares information about children's progress with their parents. The childminder encourages children to join in with discussions about what they are doing and experiencing. She ensures that she involves every child in her planned activities and tailors her approach to provide challenge for all ages.

Personal development, behaviour and welfare are good

The childminder is a kind and positive role model. She cuddles and reassures young children and they clearly feel safe and secure in her care. Children enjoy nutritious foods and snacks, such as homemade meals and fresh fruit. They enjoy regular opportunities to extend their physical skills, such as when they use the local park's climbing apparatus. Toddlers smile as the childminder claps when they walk a few paces unaided into her outstretched arms. Children demonstrate established social skills even at a tender age. For example, young children play cooperatively and call affectionately to each other.

Outcomes for children are good

Outcomes for children are good. All children are prepared well for the next stages in their learning. They learn skills that they will need to become independent. Older children learn to write their own names, use the toilet and demonstrate good concentration skills. Younger children learn to pour their own drinks and confidently feed themselves using cutlery. All children are clearly very happy and content. They are busy and curious learners and enjoy their time spent with the childminder.

Setting details

Unique reference number	EY294383
Local authority	East Riding of Yorkshire
Inspection number	10059799
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	10 March 2014

The childminder registered in 2004. She works Monday to Thursday from 7.45am to 5.45pm, all year round, except for bank holidays and family holidays. The childminder provides free early education for three-year-old children and holds a childcare qualification at level 3.

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