

Childminder report

Inspection date	27 February 2019
Previous inspection date	3 July 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

This provision is good

- The childminder is skilled in supporting children to develop their communication and language skills. For example, she models good conversational skills and questions children well to help them to share their ideas and relive past events. Children are strong communicators.
- The childminder has created a welcoming, home-from-home environment, where children thrive. She gets to know children well and forms strong trusting relationships with them. Children are self-assured and happy in the setting.
- The qualified childminder knows how children learn. She follows children's lead and interacts warmly to help them to persevere during planned activities. Children demonstrate a strong willingness to try new things and develop key skills in readiness for nursery and school.
- The childminder is committed to developing her practice and knows her own strengths and weaknesses. She sets relevant targets to promote improved outcomes for children. For example, the childminder plans to provide parents with more ideas about how they can support their child's learning at home.
- Information exchanged with other settings that children attend is not detailed enough to enable the childminder to fully complement and further extend children's learning.
- Occasionally, the childminder misses opportunities that arise during play to support children to develop their counting and mathematical skills even further.

What the setting needs to do to improve further

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

- strengthen information sharing practices with other settings that children attend, to further promote continuity and fully complement children's learning and development
- make the most of opportunities that arise during play, to build on children's good mathematical skills further.

Inspection activities

- The inspector toured the areas of the childminder's home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder.
- The inspector looked at evidence of the suitability of adults in the household, a sample of policies and procedures and discussed the childminder's plans for improvement.
- The inspector talked to the children and considered the written feedback provided by parents.

Inspector
Susie Prince

Inspection findings

Effectiveness of leadership and management is good

The childminder values the importance of ongoing professional development. She has completed a wealth of training to update and strengthen her knowledge and skills. The childminder gains ideas from other childcare professionals and often researches information to continually develop her practice and provision. Safeguarding is effective. The childminder knows the different types of abuse and is alert to the possible indicators. She knows what action to take if she has any concerns about a child's welfare. The childminder works well with parents. She uses a variety of effective communication methods to exchange information and promote children's learning at home and in the setting well.

Quality of teaching, learning and assessment is good

The experienced childminder is supportive and enthusiastically plays alongside children to extend their learning. For example, she encourages children to label their work with their name and helps them to link sounds to letters. Children are creative and demonstrate good physical skills as they paint intricate patterns. They are imaginative and play cooperatively together, pretending to prepare and serve food. The childminder makes suggestions and models role play to help children to build on their storylines. She provides sensitive guidance and helps children to work things out for themselves as they complete puzzles. The childminder regularly observes children to find out what they know and can do. She uses this information well to monitor children's progress and plan for their future learning.

Personal development, behaviour and welfare are good

Children's behaviour is good. They are cooperative, polite and considerate. The childminder constantly praises children to boost their self-esteem and confidence well. Children are taught about the importance of good hygiene routines and intuitively wash their hands before meals. They are energetic and benefit from lots of opportunities to be physically active and play outdoors. For example, the childminder regularly takes children to the woods to make dens and explore the natural world.

Outcomes for children are good

Children make good progress in their learning and development. They hold pencils between their thumb and forefinger and form recognisable letters. Children play harmoniously together, negotiating roles and sharing resources fairly. They are sociable and initiate conversations with others. Children are becoming increasingly independent. For example, they competently put on their own shoes and coats before playing outdoors.

Setting details

Unique reference number	321160
Local authority	York
Inspection number	10067047
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	3 July 2015

The childminder registered in 1992. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 3 qualification in childcare. The childminder provides funded early education places for two-, three- and four-year-old children.

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