

Childminder report

Inspection date	5 March 2019
Previous inspection date	13 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 well-qualified childminder is a confident and skilled practitioner. She interacts well with children to guide and enhance their learning. For example, she expertly supports children to link sounds to letters as they look at books and listen to stories.
- The childminder has a gentle and caring manner and is responsive to children's needs. Children develop very positive relationships with the childminder and are relaxed and happy in her care.
- Children are polite, helpful and well behaved. The childminder is an admirable role model. She helps children to consider the feelings of others and consistently reinforces her behavioural expectations through positive praise and encouragement.
- Partnerships with parents and local schools are excellent. The childminder exchanges detailed information with them about children's learning in order to promote consistency and evoke a shared approach to children's overall development.
- The childminder is passionate about her work with children. She evaluates her practice and provision well to make pertinent improvements that benefit children. For example, she has recently developed her outdoor resources to provide greater opportunities for children to write and make marks.
- The childminder does not consistently provide the very best opportunities for children to work things out for themselves and solve simple problems.

What the setting needs to do to improve further

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

- provide even more opportunities for children to work things out for themselves and solve problems independently.

Inspection activities

- The inspector had a tour of the areas of the home used for childminding purposes.
- The inspector jointly evaluated an activity with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector looked at a sample of policies, evidence of the suitability of adults in the household and other relevant documentation.
- The inspector talked to the children during the inspection and took account of the views of parents.

Inspector
Susie Prince

Inspection findings

Effectiveness of leadership and management is good

The experienced childminder engages in a wide range of professional development activities to strengthen her good teaching skills further. For instance, she often attends face-to-face training, reads relevant early years articles and joins webinars. Recently, she has completed training that has deepened her understanding of how to monitor and support children's emotional well-being. Safeguarding is effective. The childminder is alert to the signs of abuse and wider safeguarding issues. She knows exactly what action to take if she has any concerns about children's welfare. The childminder carries out rigorous risk assessments to ensure that children are safe in her home and during outings.

Quality of teaching, learning and assessment is good

Children are keen learners, who develop many key skills in preparation for future learning and school. For example, they demonstrate good dexterity as they mould and shape dough. Children have an extensive repertoire of songs and spontaneously sing as they play. They are sociable and initiate conversations and interactions with others. The childminder is particularly skilled in promoting children's language and communication skills. For instance, she introduces new vocabulary and supports children to pronounce words correctly. The childminder encourages children to count and compare weight and size to enhance their mathematical skills successfully. She uses her secure knowledge of child development to assess children's current stage of development and identify exactly what they need to learn next.

Personal development, behaviour and welfare are good

Children demonstrate high levels of confidence in new situations. They develop firm friendships with others, know how to take turns and play cooperatively together. The childminder promotes healthy lifestyles well. For example, she teaches children about the importance of good handwashing routines. Children enjoy nutritious home-cooked meals and are encouraged to drink plenty of water. The childminder ensures that children play outdoors daily and often takes them on trips to places of interest, such as museums and farms.

Outcomes for children are good

Children make good progress in their learning and development. They are independent and excitedly follow their own interests, making decisions about their play. Young children learn new words rapidly and older children are articulate communicators. Children's mathematical skills are developing well. For instance, they count in sequence, use mathematical language and recognise some numerals.

Setting details

Unique reference number	321385
Local authority	York
Inspection number	10067051
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	14
Date of previous inspection	13 July 2015

The childminder registered in 2000 and is located in York. She operates all year round from 7.45am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

