

# Childminder report

<b>Inspection date</b>	23 May 2019
Previous inspection date	3 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 enhances children's play effectively to help them to make good progress. She provides a good range of resources for them to explore. Children show good levels of engagement in self-chosen activities.
- The childminder understands how to help older children develop the skills they need to start school. She uses mathematical language during children's play and encourages them to be independent and confident.
- Children have very secure bonds with the childminder and show they feel safe with her. The childminder knows children very well and responds to their care needs swiftly. This has a positive impact on their emotional well-being.
- The childminder has developed positive relationships with children's parents. They are actively involved in their children's ongoing learning and speak highly of the childminder in their feedback.
- The childminder does not consistently focus her teaching to help children work towards their individual learning goals. During planned activities, she misses opportunities to support young children's communication and language development.
- The childminder has not yet started to implement her new skills gained from professional development to make a positive impact on children's learning.

## What the setting needs to do to improve further

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

- focus teaching more sharply during planned activities to support children to make the best possible progress in their development, particularly in areas where they show potential delay
- embed newly developed skills and use them effectively when working with children to raise the quality of teaching and learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder.
- The inspector looked at written feedback from parents and took account of their views.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has worked tirelessly to develop her knowledge and improve the overall effectiveness of her provision. She has gathered feedback from children and their parents to help her evaluate her setting. The childminder has built relationships with a network of other professionals and accesses support from her local authority adviser. Safeguarding is effective. The childminder completes daily risk assessments and ensures areas of her environment are safe for children to use. She has robust procedures to follow if she has concerns about children's welfare.

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

The childminder provides a good balance of child-initiated and adult-led experiences. She understands how to follow young children's lead and adjusts her plans according to their preferences. For example, young children move on from an 'insect' dough activity and show interest in exploring outdoors. The childminder responds to this and helps children to develop their physical skills outside as they use magnifying glasses and search for bugs. The childminder gathers information from parents about children's stages of development when they start. This helps her to create baseline assessments and monitor children's progress across all areas of learning. Parents comment that they 'feel up to date with their children's learning' and their 'input is respected'.

### Personal development, behaviour and welfare are good

The childminder is caring and responsive towards children. She works closely with parents to get to know children's individual needs and routines. This helps her to promote inclusion. The childminder encourages young children to learn how to share and be kind. She is a good role model and uses praise to help them understand the things they have done well. Children's behaviour is very positive for their age. The childminder actively promotes children's good health and hygiene. They enjoy choosing and tasting different fruit at snack time and wash their hands with support.

### Outcomes for children are good

Young children make particularly good progress in their personal, social and emotional development. They are keen to explore their environment and have good levels of curiosity and self-confidence. Older children are prepared for the next stages in their learning, such as their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY332864
<b>Local authority</b>	York
<b>Inspection number</b>	10067060
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 December 2015

The childminder registered in 2006 and lives in York. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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