

# Childminder report

<b>Inspection date</b>	5 June 2019
Previous inspection date	11 November 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 has a good understanding of children's stages of development and uses her knowledge to provide enjoyable and challenging activities. Children thoroughly enjoy using a wide range of stimulating resources and are enthusiastic learners. This helps them to make good progress.
- Older children are well prepared to start school. They show emerging early writing skills and have excellent levels of self-confidence. They make rapid progress in their personal, social and emotional development.
- The childminder is a good role model for children. She praises them consistently and gently supports them to share and take turns. Older children show kindness towards younger children and try to help them during their explorations. Children's behaviour is positive.
- The childminder has support from a strong network of professionals, such as other childminders and the local authority adviser. This helps her to reflect on her skills and maintain an up-to-date knowledge of new guidance and policies.
- During planned activities, older children are not fully supported to deeply engage in their learning and move on very quickly. In addition, the childminder misses some opportunities to extend young children's learning.
- The childminder has not fully developed ways for parents to share even more information about children's ongoing interests and learning from home.

## What the setting needs to do to improve further

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

- support young children to fully extend their learning and help older children to further develop their concentration and levels of engagement, particularly during planned activities
- encourage all parents to share information about children's ongoing interests and learning at home.

### 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, including evidence of the childminder's suitability to work with children. She discussed children's learning and assessments with the childminder.
- The inspector obtained written feedback from parents and took account of their views.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is committed to providing good standards of care and learning for children. She regularly gathers feedback from parents and reflects on her provision. For example, she has recently developed the outdoor environment. Children thoroughly enjoy learning outdoors and explore their surroundings with excitement. Safeguarding is effective. The childminder has a robust understanding of wider child protection issues, such as how to identify signs of radicalisation. She completes thorough risk assessments to help keep areas safe for children. The childminder monitors the progress children make and uses this information to identify gaps in their learning. This helps her to enhance her own skills. For example, the childminder uses new knowledge from speech and language training to help her to support children with communication delay.

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

Children are keen, motivated learners. They show pride in their achievements and develop confidence in their own ability. The childminder encourages children to develop problem-solving skills. Older children show advanced levels of critical thinking and consider solutions carefully. For example, they think about what materials they might need to clean and dry the chalkboard. Young children develop their physical skills and an understanding of self-care routines. They delight in washing the dolls, and the childminder uses basic mathematical language as they fill and empty cups and jugs. The childminder shares detailed observations and assessments with children's parents and other professionals, such as school teachers. This helps to promote continuity of learning for children.

### Personal development, behaviour and welfare are good

Children have secure bonds with the childminder. They show they feel happy, safe and secure in her care. The childminder has effective procedures to follow to help her get to know children before they start. This helps to promote inclusion and meet children's care needs swiftly. Children are very independent and take an active part in their own hygiene routines. The childminder promotes their good health. For example, she gently reminds older children to wash their hands and encourages young children to brush their teeth at home. The childminder helps children to develop their understanding of the wider world. She regularly takes them on trips to local parks with other childminders. Parents are particularly pleased with how their children develop confidence and form friendships with others.

### Outcomes for children are good

Overall, children are working at the stages typically expected for their age. However, all children make excellent progress in their language development and have high levels of self-esteem. Children are keen to join in with all experiences and are well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY363716
<b>Local authority</b>	York
<b>Inspection number</b>	10067065
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	11 November 2015

The childminder registered in 2007 and lives in York. She operates all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

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