

Childminder report

Inspection date	1 July 2019
Previous inspection date	16 October 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 experienced and knowledgeable. She shows skill in following young children's lead and enhancing their play. Children make good progress and are keen, independent learners.
- Children have developed secure bonds with the childminder. She has a thorough knowledge of their individual preferences and specific routines. This has a positive impact on children's well-being.
- The childminder regularly reflects on her skills to work with children. She works alongside a group of professionals, such as the local authority, to enhance her knowledge and share ideas. This helps her to drive forward with improvements and access professional development opportunities.
- The childminder prioritises children's safety. She completes robust risk assessments to reduce hazards in the environment and practises regular emergency procedures with children. This helps them to understand how to respond in emergencies, for example in the event of fire.
- On occasions, the childminder does not provide children with opportunities and time to extend their communication and language skills.
- The childminder has not fully developed ways to gather and share information about children's learning with parents and other settings they attend.

What the setting needs to do to improve further

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

- reflect on and develop the use of questioning to allow young children time to think, respond and extend their vocabulary
- enhance ways to gather and share information about children's progress to promote continuity of learning effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 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 has a good understanding of the requirements within the early years foundation stage. She has high expectations for children who attend and is dedicated to providing high standards of care and learning. Safeguarding is effective. The childminder regularly refreshes her knowledge of child protection procedures and wider safeguarding issues. She knows how to report concerns about children's welfare. The childminder works well with a network group of other childminders where they share good practice. She regularly gathers feedback from parents to help her evaluate the setting.

Quality of teaching, learning and assessment is good

The childminder understands how to help young children develop good foundations for future learning. She has a thorough understanding of children's stages of development and what they need to learn next. This helps her to provide activities which children find enjoyable and stimulating. For example, young children enjoy exploring the small play people and show emerging imaginative play. The childminder encourages them to copy single words and develop social skills as they play alongside others. She helps older children to develop the skills they need when they move on to school. Children show interest in using felt-tipped pens to colour pictures and develop good levels of concentration for their age. The childminder carries out precise observations of children's play and assesses the progress they are making. She reviews their progress and identifies areas where children need further support.

Personal development, behaviour and welfare are good

The childminder provides a caring and nurturing environment for children. This helps them to feel safe and secure. She supports children's growing independence and encourages them to take an active part in their own self-care. Young children begin to show awareness of the need to wash their hands before they eat and choose fresh fruit to have for a snack. This promotes their good health. The childminder praises children regularly for their efforts and boosts their confidence in new social situations. For example, children attend a variety of groups in the community with the childminder, which helps them to discover the wider world. Parents are particularly pleased with their children's personal, social and emotional development.

Outcomes for children are good

Children make consistently good progress in all areas of their learning. Overall, they are working in the stages of development typically expected for their age. Young children confidently explore the environment and are willing to join in with different experiences. Older children are keen to engage in focused activities and are starting to prepare for the next stage in their learning.

Setting details

Unique reference number	321364
Local authority	York
Inspection number	10059857
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 October 2015

The childminder was registered in 1999 and lives in York. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education places for two-, three- and four-year-old children.

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