

Childminder report

Inspection date	26 July 2019
Previous inspection date	22 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely happy. They demonstrate that they feel very much at home in the childminder's warm and welcoming setting. Young children settle in exceptionally quickly and develop a strong sense of belonging. The childminder is exceptionally dedicated, caring and calm and interacts closely with children to support their learning.
- The childminder has a good knowledge of the early years foundation stage. She is skilled in using a wide range of different teaching skills to promote children's learning. All children make good progress in their development.
- The childminder makes detailed and accurate observations of children's learning. She plans for what each child needs to learn and next, incorporating their individual interests. Children are developing skills that will help give them a secure foundation for their later learning.
- The childminder supports children's behaviour exceptionally well. She is very consistent, using age-appropriate strategies to encourage children to interact kindly with one another. Children learn to include others in their play. Older children are extremely kind and caring towards the younger children.
- Children enjoy an abundance of exciting and enjoyable visits in their local community. For example, they visit local farms, parks and museums. Children have many opportunities to socialise in larger groups and make new friendships.
- The childminder promotes respect and tolerance. She helps children to develop their understanding of family and the community they live in. Children very much value and respect each other's views and opinions. They talk about their families and experiences, and learn more about other people's lives.
- The childminder has established links with other settings children also attend. She shares information with them when children move on to nursery or school. This helps to support continuity in children's learning.
- The childminder reflects on her practice and ask parents and children for their views. However, she does not plan precise areas for development to achieve continuous improvement at a higher level.

What the setting needs to do to improve further

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

- use self-evaluation more effectively to plan precise for areas for development to achieve continuous improvement at a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She completed a joint evaluation of an activity with the childminder.
- The inspector viewed the areas in the home used for childminding.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector
Melanie Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection and knows how to deal with any concerns she may have about a child's welfare. She has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. The childminder identifies professional development opportunities to develop her teaching skills and extend her knowledge. For instance, recent training has enhanced her understanding of how to support babies' development. The childminder works in close partnership with parents to meet all children's individual needs. She communicates with parents to ensure that children experience continuity of care. Parents are very positive about the care and activities the childminder provides for their children. They comment that the childminder provides 'amazing care' and 'goes above and beyond'.

Quality of teaching, learning and assessment is good

The childminder observes children's interests and makes good use of spontaneous opportunities to extend children's learning. For example, when children play with water the childminder adds tubes and ramps to challenge and motivate older children. Children work well together to solve problems and work out how to make the water flow. Younger children excitedly engage in 'magic painting' and watch and learn what happens as the water disappears in the sunshine. The childminder ensures that children have the time and freedom to become deeply involved in activities. Children are encouraged to develop their early literacy skills. They hold pens and make careful marks in preparation for early writing. Babies develop their physical skills as they scoop water from one container to another. They excitedly look at photographs of themselves and recall past experiences and activities.

Personal development, behaviour and welfare are outstanding

The experienced childminder provides a very well-organised learning environment. Children have access to a range of excellent resources that help to support their learning. They particularly enjoy using the spacious outdoor area to explore, be creative and use their imaginations. The childminder encourages children to do things for themselves at every opportunity. She provides superb opportunities for children to learn about healthy lifestyles and keeping themselves safe. Older children show a deep understanding of how to keep themselves safe in the sun. Toddlers are beginning to show independence in their self-care skills. They learn to put their shoes on and feed themselves. The childminder works very closely with parents to encourage children to bring healthy packed lunches. She helps children to develop excellent hygiene habits and understand the reasons why. Children know that they must wash their hands before they eat to 'get rid of germs'.

Outcomes for children are good

Children build superb relationships with each other. They are highly independent, motivated and very eager to learn. All children demonstrate kindness and understand the needs of others exceptionally well. They enjoy making choices and decisions. Children thrive in this setting and learn to be highly sociable and confident with other adults and children.

Setting details

Unique reference number	321235
Local authority	York
Inspection number	10072859
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	22 April 2016

The childminder registered in 1994 and lives in York. She operates during term time from 7.30am to 6pm on Wednesday, Thursday and Friday and from 7.30am to 9am and from 3.15pm to 6pm on Monday and Tuesday. During school holidays, the childminder operates from 7.30am to 6pm on Monday to Friday, except for 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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