

# Childminder Report

## Inspection date

10 June 2016

Previous inspection date

1 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the 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

- Children benefit from interesting and exciting experiences that engage them and build on their interests. They develop independence in their play, as they select their choice of resource. Children are settled, happy and confident to express themselves.
- The childminder is enthusiastic and sets up areas of play and activities to support children's next steps in their learning. She is well organised and undertakes thorough observations. Children make good progress from their starting points.
- Children are motivated and keen to learn in this welcoming setting. They show high levels of curiosity and imagination and demonstrate positive relationships.
- Partnerships with parents are positive. The childminder gains good information from parents to support and meet children's individual care needs on entry.
- Children have developed secure emotional attachments with the childminder. They ask her to join in with their play showing they enjoy spending time with her.
- The childminder has a strong drive to improve her practice and takes appropriate action, seeking advice, training and support. She has made secure improvements since her last inspection. The childminder takes account of parents' views and uses this information to inform her self-evaluation process. Parents' feedback is positive.

### It is not yet outstanding because:

- Occasionally, the childminder does not help children to learn how to overcome their excitement and focus on the task at hand, so that they develop good concentration skills.
- The childminder does not always maximise opportunities for parents to share what they know their children are learning at home, to help her to plan as well as possible around children's wider experiences.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their concentration skills
- strengthen ways to help parents share what they know their children can do at home on an ongoing basis.

### Inspection activities

- The inspector observed the childminder's interaction with children and spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder. She also looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector had a tour of the areas used for childminding, including the lounge, playroom, kitchen, downstairs toilet and rear garden.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation form and a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- She took account of the views of parents through their written feedback.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a thorough knowledge of child protection procedures. She knows the signs and symptoms that might cause concern about children's welfare. There are appropriate policies and procedures in place. The childminder fully understands her role and responsibility in protecting children. All areas used by children and outings are risk assessed. The childminder prioritises safety and provides good levels of supervision for children at all times. She reflects on her practice and accesses training opportunities to help her make changes that impact positively on the outcomes for children. She links with other childminders and volunteers in the local community to develop her practice and knowledge further. The childminder is committed to the continuous improvement of her provision.

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

The childminder has a good understanding of how young children learn. She offers children a wide range of exciting learning opportunities which cover all areas of learning. Children paint freely using a variety of resources displaying their creativity. The childminder interacts warmly with children during their self-chosen activities. She strengthens children's understanding of mathematical concepts, they learn about shapes, colours and numbers. Children are keen learners who are interested and engaged in activities. The childminder talks to them about the characters on each jigsaw piece. She extends their learning through naming items and asks questions that promotes children's thinking skills. Children make links to their experiences and discuss differences and similarities. This supports children's communication and language well and develops their understanding of the world around them. The childminder fully understands about supporting children's moves and their learning with other providers, such as school.

### Personal development, behaviour and welfare are good

Children have a good range of resources to choose from in this welcoming and stimulating environment. This motivates children to freely explore and builds their confidence in the decisions they make. This helps children to settle and promotes good independence skills. The childminder is a good role model. Children behave well. The childminder praises children as they play and reminds children of expectations and boundaries. Children are active in their play and seek out others to share their experiences. The childminder promotes healthy lifestyles and supports children's understanding of why they need to wash their hands. Children manage their own personal needs relative to their age. Children are keen to display their physical skills while in the garden.

### Outcomes for children are good

All children make good progress in their learning and development based on their starting points. Children enjoy exploring and investigating a range of different activities. They demonstrate their inquisitiveness and imagination. Children gain good communication skills. They confidently talk in a range of situations. This shows children are successful learners and confident individuals. They are acquiring the key skills required for their next stage in learning, such as school.

## Setting details

<b>Unique reference number</b>	EY372230
<b>Local authority</b>	York
<b>Inspection number</b>	1042835
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 February 2013
<b>Telephone number</b>	

The childminder was registered in 2008. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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