

Inspection date	27 January 2015
Previous inspection date	26 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder organises a varied range of interesting activities to help children to make good progress in their learning.
- Children are motivated and excited to learn because the childminder finds out about their individual interests and preferences and uses this information to plan for their learning.
- Children feel valued and encouraged to develop in confidence and independence because the childminder includes them in making choices and decisions.
- The childminder forms strong partnerships with parents and joint providers which supports children's learning at home and at other settings they attend.
- Children's health and well-being is well supported because they go for daily walks and take part in physical activities, often based at the childminder's allotment.
- The childminder understands the importance of children acquiring social skills so that they are well equipped to work with other children when they start school.
- The childminder holds a recognised childcare qualification which contributes to her secure understanding of how children learn and develop.

It is not yet outstanding because:

- The childminder does not always extend children's interest in number or use language that relates to size, space and position to help them understand and interpret simple mathematical ideas.
- There are few opportunities for children to explore, using a wide range of media and resources, to investigate and experiment how things work and understand their purpose.

What the setting needs to do to improve further

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

- extend children's interest in number and more frequently use language that relates to size, space and position to help them understand and interpret simple mathematical ideas
- increase the opportunities for children to use a wide and varied range of media and resources to explore, investigate and experiment how things work and understand their purpose.

Inspection activities

- The inspector looked at the areas used for childminding.
- The inspector observed the childminder interact with children including during a planned activity.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's records including those used to monitor children's progress, her policies and procedures and discussed self-evaluation.
- The inspector checked evidence of the childminder and her husband's suitability to work and be in close contact with children.
- The inspector took account of the views of parents they had written down to contribute towards the inspection.

Inspector

Jackie Phillips

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder understands that children benefit from playing and learning alongside other children. She organises her time effectively to allow this to take place. This helps to prepare them for working with groups of children at school. The childminder teaches children very well by getting down to their level and is highly involved in what they are doing. She encourages them to share their ideas when they play imaginatively and is skilful at providing children with prompts to help them to learn. For example, linking the colour grey to elephants and explaining the number zero by comparing it to a young baby who has not yet reached a numbered age. The childminder does not always reinforce this to enhance children's interest of number in a variety of other ways. Nor does she help them to understand and use positional mathematical language. For example, 'behind' or 'in front'. The childminder does not always use children's interest in number or support their understanding of mathematical language to full advantage so that learning is maximised.

The contribution of the early years provision to the well-being of children is good

The childminder builds trusting relationships with children right from the start. Once they start school the majority of them continue to attend the childminding setting, before and after school. This provides children with continuity and helps them to feel safe and secure which has a positive impact on their learning and well-being. Interesting pictures on the walls help children to recognise letters of the alphabet, numbers and weather labels to use as talking points. Children willingly help to tidy away the toys when they have finished using them which helps them to become self-reliant and learn to care for their environment. Outdoor learning includes visits to the childminder's allotment. This encourages children to be involved in physical activity and the planting and harvesting of vegetables helps them to be more aware of the food they eat. The childminder does not consistently provide a wide range of other sensory experiences for children to explore or everyday items, such as magnets, to investigate in great detail.

The effectiveness of the leadership and management of the early years provision is good

The childminder provides a secure setting for children and helps them to understand about keeping themselves safe. She is confident about what to do if she has any concerns about a child's welfare or well-being. She is very committed to keeping parents well informed about their children's learning. She shares with them the checks she makes about their child's progress and exchanges information with adults in other settings that children attend. The childminder meets regularly with a group of local childminders in the area. This gives her the opportunity to talk with her colleagues and share information regarding professional working practice. The childminder meets professionals at the children's centre and other local providers to help keep her informed and updated. She keeps notes to remind her of any action to take to update or improve her childminding service therefore regularly reflecting on the good quality service she provides.

Setting details

Unique reference number	EY276472
Local authority	East Riding of Yorkshire
Inspection number	872783
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	16
Name of provider	
Date of previous inspection	26 January 2012
Telephone number	

The childminder was registered in 2003 and lives in Beverley, in the East Riding of Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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