

Childminder Report

Inspection date

12 September 2016

Previous inspection date

8 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The childminder has successfully addressed the actions raised at the last inspection. She accesses training and has reviewed the way she observes and monitors children's progress. This has significantly improved the provision and the outcomes for children. The childminder is committed to the continuous improvement of her setting.
- Children make good progress from their starting points. Well organised and detailed observations are reflected in the childminder's planning. The childminder shapes future learning experiences for each individual child, considering their interests and next steps in their learning. Children are very motivated and engaged within activities.
- Children are well behaved and make good relationships. They settle quickly and clearly enjoy their time in the setting. Children feel comfortable and secure with the childminder, who provides a relaxed and calm environment.
- Communication and language are promoted well. The childminder talks consistently to the children, describing what she and they are doing in their play. She pronounces words clearly to help enhance their speech and extend their vocabulary.
- Children are interested and enthusiastic in their play. They are happy and confident to express themselves, sharing their ideas. There is a warm, welcoming and stimulating learning environment provided. This inspires children's curiosity and their imaginations.

It is not yet outstanding because:

- Sometimes, there are missed opportunities to strengthen experiences that further promote children's good mathematical knowledge.
- Opportunities for parents to share what they know about their children's learning at home on an ongoing basis are not fully utilised.

What the setting needs to do to improve further

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

- maximise opportunities to develop children's early mathematical concepts that help accelerate their progress in this area of learning
- enhance strategies 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 the children. She spoke to the childminder throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also completed a joint observation with the childminder.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of her 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.
- The inspector looked at the childminder's planning documentation, children's learning and development files and assessment records.
- The inspector 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 completed safeguarding training. She understands the local safeguarding procedures to follow if she had any concerns regarding a child's welfare. The childminder completes risk assessments for her home and outings. She supervises children well and minimises possible risks to them. The childminder has a good range of policies and procedures. She shares this with parents to help inform them of her safety and welfare measures. This helps to keep children safe at all times. The childminder fully understands about supporting children's moves on to the next stage in their education, such as school or nursery. She reflects on her provision to identify potential areas for development. The childminder encourages and values regular feedback from parents about her provision. Her plans for improvement are targeted to strengthen her practice for the benefit of the children in her care.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. Her interactions with children are skilful and, overall, support their learning. The childminder offers and demonstrates how toys work to promote babies' fundamental skills. Older children clearly enjoy stories. They join in with repeated refrains. The childminder talks to children about their family and links to past experiences. Children listen and answer questions and respond in a range of situations well. This enhances their communication skills and promotes their understanding of the world they live in. The childminder enables children to revisit activities that interest them to help them consolidate their learning. This effectively fosters their independence and confidence. Children enjoy creative activities. They experiment with tools, textures and colours, helping to support their physical and creative development.

Personal development, behaviour and welfare are good

Partnerships with parents are, generally, good. The childminder gathers information from parents about children when they first start to attend. She uses this information well to help children settle easily into her care. Babies' individual care needs are discussed thoroughly with parents and met within the routines of the day. Children behave well and learn to use good manners. The childminder is a positive role model. She encourages children to share and take turns. The childminder ensures children are fully supported to develop good health and hygiene practices. She successfully supports their understanding of how to keep themselves safe. Children are polite, well mannered and respectful.

Outcomes for children are good

Children make good progress and are working within the expected levels for their age. They are becoming successful learners and confident individuals. Children are active in their play and seek out others to share their experiences. They sing songs and rhymes that help extend their vocabulary. Children are inquisitive and gain good communication and imaginative skills. They show a willingness to try and enjoy the activities provided. Children demonstrate a positive attitude to learning. They are acquiring the key skills required for their next stage in learning and school.

Setting details

Unique reference number	EY337475
Local authority	East Riding of Yorkshire
Inspection number	1044743
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	8 December 2014
Telephone number	

The childminder was registered in 2006. She operates all year round from 7am 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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