

Childminder report

Inspection date	15 April 2019
Previous inspection date	10 November 2014

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

- Children make independent choices in their play and good progress in their learning. The childminder provides children with an inviting, stimulating environment inside and outside. She offers a broad range of activities, resources and equipment.
- The childminder supports children to develop good communication skills. She speaks clearly, models language and repeats words as children play. Babies babble and smile with delight, as the childminder and her assistant repeat sounds back to them.
- All children settle well and form close relationships with the childminder and her assistant. Children are motivated and respond well to the encouragement that they receive. They are extremely happy, sociable and emotionally secure.
- The childminder evaluates the service she provides to identify any areas for development. She gathers feedback from parents. This enables her to drive improvements and to focus on raising outcomes for children.
- The qualified childminder is enthusiastic and dedicated in her role. She has a secure knowledge of how to promote children's learning. Children show good levels of curiosity and excitement as they explore well-prepared activities.
- Sometimes, the childminder does not give children enough time to think and respond to her questions, helping them to make connections in their learning and enabling them to use their language to the fullest potential.
- The childminder does not maximise opportunities for all parents to share what they know about their children's ongoing learning at home, to support continuity of experiences, so that all children are continually challenged at a high level.

What the setting needs to do to improve further

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

- improve questioning skills, giving children even more time to respond, to extend their thinking, language and learning even further
- enhance further the 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 and her assistant's interactions with the children. She spoke to the childminder, her assistant and children throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also completed a joint observation of an activity with the childminder and discussed the impact this has on children's learning.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the suitability of the childminder and all people living and working on the premises.
- The inspector looked at and discussed a range of documentation, including safeguarding procedures and children's records.
- The inspector discussed the childminder's self-evaluation. She took account of the views of parents through their written feedback.

Inspector
Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure understanding of how to keep children safe from harm. They know the procedures to follow to report any concerns they may have. The childminder and her assistant access regular training to help keep their knowledge up to date with legislative changes. For example, the assistant has completed training in food hygiene and health and safety, using what she has learned to inform her practice. The childminder supports her assistant well, offering regular staff meetings to discuss children's progress and training. The childminder is aware of the value of working in collaboration with other professionals involved in children's care. She tracks children's progress carefully and shares this information with parents. Parents are very pleased with the care and learning experiences provided.

Quality of teaching, learning and assessment is good

The childminder obtains initial information about children's interests on entry from parents. She regularly observes children to highlight their progress and identify the next steps in their learning. The childminder's quality of teaching is good. She shows older children how to use different tools, such as scissors. They begin to use these with increasing control. Children enjoy demonstrating their skills in using technology as they operate the setting's camera. Children relish looking at and listening to stories. Older children are able to link to other familiar stories and repeat similar refrains. Babies handle books, turn pages and flaps, to see what is underneath. This promotes their literacy and physical skills well. The childminder extends children's mathematical skills effectively. She supports children to count and recognise numerals. Children confidently name the colours of pens they use to draw and colour with. They hold pens and chalk and make marks, to develop their small-muscle skills in preparation for early writing.

Personal development, behaviour and welfare are good

Children behave well. The childminder and her assistant know children well. For example, babies are fed and put down to sleep according to their individual routines. Older children are provided with gentle reminders, for instance, to sit carefully on chairs to ensure their safety. The childminder and her assistant successfully promote healthy eating and are alert to children's allergies. Children enjoy a wide range of healthy snacks and home-cooked meals. Children's physical skills are developing well. For example, older children balance on bricks they organise outside, and babies stand and practise walking using a walker. They show good control and coordination.

Outcomes for children are good

Children are confident and active learners. They develop good friendships with other children and talk about them in their conversations. Children are respectful, kind and greet visitors with enthusiasm. Older children develop independent self-care skills, such as toileting. They thoroughly enjoy singing songs and engaging in role play inspiring their imagination. Older children learn to recognise letters and the sounds they represent and count well. Babies' individual needs are met well and sensitively. Children have positive attitudes to learning and are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	EY397055
Local authority	East Riding of Yorkshire
Inspection number	10069318
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	10 November 2014

The childminder registered in 2009. The childminding provision is known as 'Manor Farm West' and is located in Brough, North Humberside. The childminder works at the home of her mother, who works as her assistant each day. She operates all year round from 7am to 6pm, 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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