

Childminder report

Inspection date	13 June 2019
Previous inspection date	3 December 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children relish opportunities to engage in their choice of role play and demonstrate their physical skills keenly and well. The childminder fosters children's individuality, creativity and imagination superbly. She encourages children to express themselves through dance, music, singing and stories. Children are highly responsive to others around them.
- Children behave extremely well. They play cooperatively together, negotiating roles and taking turns intuitively. Children display a very kind and caring attitude towards one another. They are very well mannered, and they wait and speak in a polite way.
- The childminder provides a rich, varied and stimulating range of activities that supports children's interests and their learning. She is skilled at promoting children's interests further, to help children to remain highly focused and engaged for long periods of time. Children make good progress.
- The childminder shares information with parents about their children's progress. She supports them with ideas about different ways they can continue their child's learning at home. This supports continuity in children's learning.
- The qualified childminder demonstrates a commitment to improving her knowledge and makes superb use of training. For example, recent training on communication has inspired her to develop reading diaries with parents.
- The childminder continually reflects on her provision and identifies areas for development. She regularly seeks the views of parents. For example, she plans to provide more activities in the garden for those children who prefer to play outside.
- The childminder does not maximise opportunities for children to learn about features in the world they live in, to further enhance their awareness of change and why some things occur.
- On occasion, the childminder does not make the most of opportunities to further extend children's early writing skills.

What the setting needs to do to improve further

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

- place more emphasis on helping children to learn about features in the world they live in
- extend opportunities to help further develop children's early writing skills.

Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder 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 other persons living 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 keeps her safeguarding knowledge up to date. She is well informed about child protection procedures and knows who to contact should she have a safeguarding concern. The childminder places high importance on the safety of children and is vigilant about their security. She assesses risks effectively and minimises potential hazards in her log cabin, home, garden and while on outings. The childminder monitors children's progress closely and identifies the next steps in their learning. She has established effective relationships with parents, schools and other early years professionals. This helps to provide a consistent approach to children's learning. Parents report that they are highly satisfied with the service the childminder provides.

Quality of teaching, learning and assessment is good

Children develop a love of books. Babies use their senses as they explore textured books. The childminder reads stories with enthusiasm and leaves gaps when reading to older children, motivating them to join in with familiar refrains. The childminder asks well-thought-out questions and gives children time to process their thoughts and ideas. Children copy words that the childminder uses and this extends their vocabulary and speaking skills further. This promotes children's communication and language skills effectively. Children persevere and concentrate on activities they enjoy, such as matching pictures in a line. The childminder consistently promotes children's mathematical skills through their play. She takes opportunities that arise to help children to count and calculate. The childminder plans a range of trips into and visitors from the local community. This contributes to widening children's experiences.

Personal development, behaviour and welfare are outstanding

Children develop outstanding confidence and an immense sense of self-worth. The childminder encourages families to regularly visit to spend time in her setting before children are left in her care. This helps to develop strong attachments with her and other children. Children settle into her care with ease. Secure friendships flourish. For example, older children's imaginative skills are enhanced as they take on different roles in their role play. Children know how to keep themselves and others safe. For example, older children are vigilant to babies playing with smaller items and alert the childminder. The childminder is an excellent role model and praises children highly for their thoughtfulness, care and achievements. Children benefit to a very great extent from extensive opportunities to experience fresh air and active play in the garden.

Outcomes for children are good

All children, including those in receipt of funded early education, are acquiring skills for their future learning. They are working within their typical age and stage of development. Children are enthusiastic, capable and well-motivated learners. They try new activities and use their imaginations well. For example, older children arrange their own game of forward rolls, matching to the quantity on the dice. They count and calculate their moves extremely well. Babies enjoy manoeuvring around obstacles and are fascinated with things that move. The stimulating environment supports children's motivation and enables them to become engaged in their choice of play.

Setting details

Unique reference number	EY397746
Local authority	East Riding of Yorkshire
Inspection number	10069319
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 December 2014

The childminder registered in 2009 and lives in Anlaby, Hull. She operates during term time from 8am to 5pm, Monday to Thursday, 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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